DOCUMENT RESUME

ED 104 233 HE 006 355

TITLE	Higher Education in the States. Volume 4, Number 9, 1974.
INSTITUTION	Education Commission of the States, Denver, Colo.
PUB DATE	74
NOTE	76p.
AVAILABLE FROM	Higher Education Services, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	*Annual Reports; *Higher Education; *Post Secondary Education; *State Action; State Aid; State Government; *Statewide Planning

ABSTRACT

This issue contains annual reports for 41 states, the District of Columbia, and two Canadian provinces that focus on problems, activities, achievements, and other areas of interest to the postsecondary education community. Reports were not received in time for publication from Hawaii, Idaho, Massachusetts, Nebraska, North Carolina, Oregon, Rhode Island, South Dakota, and Vermont. (Editor/PG)

ED104233

HIGHER EDUCATION IN THE STATES

Published by the Education Commission of the States

Volume 4, Number 9 1974 Pages 221-296

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ALABAMA

Commission on Higher Education
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Union Bank Towers
Montgomery, Alabama 36104
John L. Porter, Executive Director

Appropriations

Higher education in Alabama made significant progress financially in 1973-74. With state taxes earmarked for education generating record levels of revenue, the state's public institutions received a 40.46 per cent increase in appropriations for the 1973-75 biennium ($302 million compared with $215 million for 1971-73). In addition, $9 million was appropriated conditionally. If the conditional appropriations are paid in full, higher education in Alabama will have received a 44.64 per cent increase in state appropriations over last biennium. The $302 million appropriated by the legislature represented 95.52 per cent of the budget recommendation made by the Commission on Higher Education. With conditionals, the legislative appropriation will come within 1.64 per cent of the commission's recommendations.

New Community College

State Aid to Private

The Alabama legislature acted on several other proposals affecting higher education. A new community college, Chattahoochee Valley, the 19th in the state, was created. It is located in Phenix City, on the Georgia line across the Chattahoochee River from Columbus, Ga.. In addition, a bill to aid private institutions through tuition equalization grants died in committee after the state attorney general and the Alabama Supreme Court rendered advisory opinions declaring the proposal unconstitutional under the state's 1901 constitution. The defeat of the tuition aid program may have been a factor in the recent move by one private four-year institution to begin negotiations leading to possible state acquisition.

Change in Two Year Governance

The State Board of Education attempted to reorganize the department governing the state system of two-year institutions, but was thwarted by an attorney general's opinion that the change could not be made without the recommendation of the appointed superintendent. The names of the junior colleges were changed to community colleges while the names of many of the state's technical institutes were changed to technical colleges.

Health Education

The legislature continued its strong support for medical education and for allied health education. The medical college of the University of South Alabama enrolled its second entering class in fall 1974, while the new medical programs at the University of Alabama (University) and the University of Alabama in Huntsville became operational. Combined with expanded enrollments at the medical school of the University of Alabama in Birmingham, the state of Alabama will soon be graduating approximately 225 medical doctors per year compared with only 85 a few years ago.

Commission Changes

Significant change has occurred within the staff of the Commission on Higher Education. Clanton W. Williams retired Sept. 30, 1973, and was succeeded by John F. Porter Jr. A number of new staff appointments have been made as the commission continues its development of a statewide management information system and of the state's first master plan for higher education.

ALASKA

University of Alaska
College, Alaska 99701
Robert W. Hiatt, President
Don M. Dafoe, Executive Vice President

Enrollments

Overall enrollment growth in programs and courses and increases in numbers of people served by extension and continuing education activities were again evident for 1973-74 for the statewide university system. Only the Fairbanks campus in the Northern region showed an enrollment decline. The Southcentral region, with headquarters in Anchorage, reflected a steady 15 per cent growth and the Southeastern region, headquartered in Juneau, showed an overall gain in credit hour production of more than 20 per cent. More than 14,000 students were enrolled on campuses of the statewide system with an additional 3,000 served by offerings through extension centers. Short courses and conferences and programs of the Cooperative Extension Service reached an additional 13,000 individuals. Thus, nearly 10 per cent of Alaska's population of just over 300,000 were reached by university offerings.

New President

Perhaps the most significant event for the system was the arrival of the fifth president, Robert Hiatt, in midsummer 1973. Dr. Hiatt, for many years academic vice president for the University of Hawaii, came to the University of Alaska system from Tokyo where he had served four years as scientific counselor for the U.S. Embassy. Formal inauguration ceremonies on May 4 were marked by the attendance of the three living former presidents of the university.

Appropriations

Although the Alaska Pipeline, which is now under construction, holds promise of bringing ample revenues to the state when the oil begins to flow, the tenor of the state administration and legislature lies toward husbanding

remaining surpluses. Thus, the university's budget and other state agency budgets are held by administration directives to "maintenance" levels which permit little expansion, except for significant enrollment increases. The total fiscal year 1975 appropriation for the university system is $41.4 million, of which $26.5 million are state general funds. Total budget increase was 7 per cent and the net general fund increase, after deducting fund transfers, was approximately the same percentage. The general appropriation bill also included $450,000 for equipment and library purchases.

Capital Projects

Construction work continues on projects funded through an $18 million general obligation bond issue approved by the voters in 1972. The legislature authorized $39.5 million in general obligation bonds for the university to go before the electorate in November 1974. Approximately $8.6 million is for the Northern region, $24 million for the Southcentral region and $7 million for the Southeastern region. Two revenue bond bills were passed, one providing $1.5 million for a total energy system for the Anchorage Senior College and one authorizing a $6 million student center for the University of Alaska, Anchorage.

Faculty Salaries

The Board of Regents, following an extensive study of staff salary needs, had requested funds from the legislature to provide a 20.9 per cent increase for professional staff. The governor and legislature decided to include salary increase funds for all university personnel, as well as all other state employees, within the terms of an agreement negotiated with a major segment of the Alaska state employees. This agreement called for a 6 per cent retroactive payment for the last six months of 1973 and a 13.95 per cent increase retroactive to January 1974, along with improvements in fringe benefits. However, legislative funding for the pay package was less than full, with the result that the university increase was finally approved by the Regents at 13.5 per cent across the board in addition to the 6 per cent retroactive pay.

Statewide Academic Plan

A statewide steering committee has been formed to plan and guide the efforts of regional committees in the preparation of an academic development plan for the statewide system. This plan will set forth goals and objectives for the statewide system and its components and will then indicate the programs, courses and activities to be implemented through the various units in order to attain the goals. This study is being interfaced with the accreditation self-study being carried out preparatory to the decennial accreditation visitation in October 1974.

New Community College

An additional community college, the Tanana Valley Community College, will be activated in September 1974 as a part of the university in Fairbanks. The initial programs of the college will be formed by transferring some lower-division courses and programs from the present academic colleges and bringing in vocational-technical programs and courses currently being handled by the Fairbanks Adult Education Center, an operation of the Fairbanks North Star Borough Schools. The community college will be formed under a university-school district agreement as provided by Alaska statutes.

Student Regent

The first student member of the Board of Regents was appointed by the governor in February under terms of a 1973 statute and was confirmed by the legislature in March. The student, a graduate student at the University of Alaska in Juneau, will serve a two-year term.

The major piece of legislation passed affecting the university system was

Postsecondary Commission

House Bill 180 providing for an Alaska Post-Secondary Commission. The commission, which will fulfill functions of the state commissions provided for in the Education Amendments of 1972, also will serve as the student financial aid agency to administer state aids to students, will enforce "diploma mill" regulatory legislation and will monitor consortia arrangements between public and private schools. The act also provides for a statewide advisory council on community colleges.

Faculty Workload, Tenure, Rank

The representative University Assembly continues studies on faculty workload, tenure and ranking systems. Considerable attention was devoted to development of a salary schedule which recognizes rank, merit and longevity, as well as regional and local cost of living differentials. The schedule was adopted by the assembly and approved by the president and regents, but cannot be fully implemented under present funding limitations.

Regionalization

Although th[illegible]ntinue to b[illegible]roblems in operation of the decentralized statewide syst[illegible], there is pr[illegible]ress toward maximizing regional decision-making under statewide policies and guide[illegible]nes. The President's Council, made up of the president, the four statewide vice presidents and the three regional provosts, provides the major mechanism for statewide coordination.

ARIZONA

State Board of Regents
1535 West Jefferson
Phoenix, Arizona 85007
Lawrence E. Woodall, Executive Coordinator

Postsecondary Commission

The governor of Arizona, by executive order on April 23, 1974, created the Arizona Commission for Postsecondary Education, that will serve as what has come to be known as a "1202 Commission." Arizona now joins the majority of other states who are establishing similar commissions. The functions of the commission, as outlined in the executive order, are to conduct studies and planning required to develop comprehensive inventories of all public and private postsecondary educational resources in the state. This will include planning for such resources to be better coordinated, improved, expanded or altered so that all persons within the state who desire and who can benefit from such education may have an opportunity to do so. On July 1, 1974, the Commission for Postsecondary Education assumed all duties and responsibilities previously assigned to the Arizona Commission on Higher Education.

Long Range Plan

The Board of Regents recently approved a new long range plan for the three universities. The plan, which will be continuously updated, gave special attention to enrollment expectations and policies, the academic quality of existing programs, the level and type of programs requested, the availability of programs in other universities, the potentials for cooperation and means for meeting the demands of a changing society.

Transfer of Credits

Through the cooperative efforts of the universities, the community colleges and the private colleges, an *Arizona Higher Education Equivalency Guide* has been published. This publication was designed to help college students and their counselors determine the transferability of academic credit to Arizona colleges and universities for courses offered by other Arizona institutions, particularly community colleges. It has been hailed as a great step forward

by students and parents in determining what courses should be taken when the ultimate goal is a bachelor's or higher degree.

Improvement of Reading

Representatives of the State Department of Education, the three universities and the Board of Regents' staff, working together, have devised new standard certification requirements for elementary and secondary school teachers of reading. Hopefully, this will ultimately result in a higher level of reading ability among Arizona students.

Justice Education

Working in cooperation with the community colleges and the universities, the Arizona State Justice Planning Agency (ASJPA) has established a task force to review and evaluate educational projects funded under a block grant from the ASJPA. The task force will establish program guidelines and subject matter priorities for inclusion in the state plan of the ASJPA.

Community Colleges: New District

The Arizona legislature approved a plan establishing the Mohave County Community College District, thus allowing the Mohave district to become part of the State Community College System. Navajo Community College was dedicated as the first Indian-operated college established on an Indian reservation at the beautiful new campus at Tsaile, Ariz. The college operates under the authority of a 10-member Board of Regents appointed by the Navajo Tribal Council. The two-year college is a liberal arts and vocational institution that awards the associate of arts degree in academic studies and the certificate of proficiency in several vocational fields.

First Indian Campus

Nursing Education

A task force has established responsibilities of the universities in the field of nursing education. It concluded that baccalaureate enrollments should be stabilized at current levels due to the rapid increase in enrollments in nursing programs at the universities and the community colleges. The task force report emphasized the need for:

(1) raising admission standards,
(2) articulation between university and community college programs,
(3) the potential of multiple-track baccalaureate programs in the universities,
(4) the expansion of advanced and specialized education opportunities at the graduate level, and
(5) the development of continuing education programs through cooperative arrangements with practitioners and the community colleges.

ARKANSAS

Department of Higher Education
401 National Old Line Building
Little Rock, Arkansas 72201
M. Olin Cook, Executive Director

Community College Elections

Since the Arkansas General Assembly did not meet this year, there are no new developments directly from the legislature. The community college program has continued to be of interest in the interim to the legislature and the State Board of Higher Education has been requested to withhold approval of additional community college elections until the next session of the General Assembly. The Board of Higher Education approved two sites in the spring of 1973 and four more during the 1973-74 year. Of the first two elections held, one at Garland County was approved and one at Baxter

County was defeated. Of the four remaining elections, two were approved at Boone and St. Francis Counties and two were defeated in Benton and Pulaski Counties. The college in Garland County was opened in the fall of 1973 and the other two are scheduled to open in the fall of 1974.

Enrollment

Head-count enrollment statewide in public higher education institutions increased by 4.6 per cent in the fall of 1973 over the previous fall. Enrollment in the four-year institutions decreased by 2.3 per cent and the community colleges increased by 82.2 per cent. This latter figure was, of course, influenced by about 30 per cent by the opening of the new college in Garland County.

Capital Construction

Construction has been somewhat of a problem during the year. The 1973 General Assembly was quite supportive of the higher education construction program by appropriating over $26 million for construction. However, due to the large increases in construction costs during the past year, many of the facilities originally planned can no longer be constructed with the amounts that were made available.

Desegregation

A great deal of time during the year was devoted to the development of a statewide desegregation plan for higher education. Arkansas is one of 10 states under federal court order to develop such plans. Once a plan is approved by the U.S. Office for Civil Rights, major amounts of time will be devoted to its implementation by the staff of the Department of Higher Education.

Postsecondary Commission

The Board of Higher Education was recently named by the governor as the Postsecondary Education Planning Commission, provided under Section 1202 of the Education Amendments of 1972. In addition, the department was named by the 1973 legislature as the agency to administer the state student incentive grant program but, since funds were not available at the federal level, no state appropriation was made. With the renewed life of the program at the federal level, an application has been submitted for federal funds and a request for matching money will be made to the General Assembly at the next opportunity.

Off Campus Programs

A statewide plan for off-campus instruction has been developed by members of the Department of Higher Education staff and representatives of the various institutions. This plan calls for providing state appropriations for off-campus work for the first time in Arkansas and establishes a procedure for coordinating off-campus offerings throughout the state. In addition, indepth studies of engineering and teacher education instructional programs on a statewide basis are being conducted.

Data Processing

Plans for the implementation of a statewide data processing system in higher education continue to progress. Several hardware changes have been made and committees of institutional personnel are working with the staff in evaluating data-base management systems and developing comparable data bases. Goals for the system call for implementation over several years.

Academic Common Market

Arkansas was one of the states to become a part of the "Academic Common Market" developed by the Southern Regional Education Board (SREB). This program will allow Arkansas students to attend selected graduate programs in other SREB states without paying nonresident fees and students from other states may enroll in certain Arkansas programs on the same basis.

The fall of 1973 was devoted to a complete restudy of the funding formulas

which is done each biennium. The funding formulas have been finalized for the 1975-77 biennium and appropriations requests are being prepared. The requests will be reviewed and evaluated during the summer months of 1974 and final recommendations will be submitted to the Legislative Council during the early fall of 1974.

Funding Formulas

CALIFORNIA

California Postsecondary Education Commission
(formerly Coordinating Council for Higher Education)
1020 12th Street
Sacramento, California 95814
Robert L. Harris, Acting Executive Director

On Oct. 2, 1973, the governor signed Assembly Bill 770 which replaced the Coordinating Council for Higher Education with the California Postsecondary Education Commission. Although the "1202" commissions had not yet been recognized by the federal government, the California legislature saw fit to specify that the membership of the commission was to be "broadly and equitably representative of the general public," with adequate representation on the basis of sex and "the significant racial, ethnic and economic groups in the state." The commission was appointed and began meeting in January 1974, and formally succeeded the Coordinating Council on April 1. Its 23 lay members represent both public and private collegiate and other postsecondary educational institutions. No single appointing authority has controlling interest.

Postsecondary Commission

The Coordinating Council began the year 1973 by taking action on the extensive recommendations of its Select Committee on the Master Plan for Higher Education, which had conducted a 15-month study of California higher education. Broad areas in which recommendations were adopted included: (1) structure, governance, coordination and planning; (2) admissions and other aspects of educational policy; and (3) finance and utilization of resources. The council concurred in a recommendation that it be *renamed* the California Commission for Higher Education, with membership expanded from 11 to 21, a majority of whom were to be appointed by the governor with the consent of the senate. The recommendation also provided for a strengthened planning function and adequately financed staff. A total of 58 rather complex recommendations were made by the select committee, most of which were concurred in by the council. Basically, the committee suggested that "the basic structure for California higher education in the 1960 Master Plan has served California well and should be retained."

Master Plan Committees and Their Recommendations

At about the time that the council was considering its report on the master plan, legislation was being introduced to implement the recommendations of the report of the Joint (legislative) Committee on the Master Plan for Higher Education. The major action was, of course, to replace the Coordinating Council with a new Postsecondary Education Commission, to which the governor would appoint only four public members. Many of the other recommendations of the two committees assigned to study the master plan were similar, or at least compatible. However, the very fundamental difference between the two recommendations for the state planning agency tended to detract from the points of agreement.

The council carried on its work during 1973 amid growing legislative support

for its abolition. Its major accomplishment was probably the adoption of the recommendations of its Select Committee after very careful study and discussion over a period of several months. Many of these recommendations contained advice to the segments of higher education or to the legislative and/or executive branches of state government. This advice was transmitted, but little action has been taken to date by the recipients.

Studies

In other actions during the year, the council continued to administer the federal programs in Titles I, VI-A, and VII of the Higher Education Act of 1965. The annual studies of faculty salaries and fringe benefits, and the costs of instruction in California public higher education were repeated. These studies are being carried on by the commission, which succeeded to all responsibilities of the council assigned by statute and budget language.

a) Plans and Program Review

Two new projects were undertaken in 1973 at the direction of the legislature, both of which are being continued by the Postsecondary Education Commission. The first involves the preparation of quarterly reports to the Joint Legislative Budget Committee on staff review of academic plans and programs in public higher education, together with staff recommendation. An annual report is also submitted to the Joint Committee.

b) Community College Student

The second project is a longitudinal study of community college students. The charge given to the council was to conduct a four-year study "to assess the extent to which the California community college system is fulfilling its purposes and achieving its objectives," with particular attention to persistence and performance in both occupational and liberal-arts programs. Data are being collected for a sample of about 35,000 students who enrolled for the first time in 32 California community colleges in the fall term of 1972. The sample includes both first-time freshmen and transfer students. A final report is due to the legislature in January 1976, but short reports of various analyses data are produced periodically.

c) External Degree

Several other one-time projects of note were completed in 1973. A comprehensive report on *A Preliminary Study of External Degree Programs in California* was prepared for the council in response to an earlier resolution calling for staff to "review present and planned extended degree programs and off-campus higher education centers with a view to encouraging effective coordination of these programs . . ." and to "examine and advise on new methods of awarding degrees and college credits . . . ." The latter part of the resolution has not yet been completed and the Joint (legislative) Committee on Postsecondary Education is now attempting to develop a contract for such a study. The work program for 1973 and beyond has contained a follow-up project involving a survey of off-campus locations for educational programs offered by each of the three segments of public higher education.

d) Others

Other major reports to the council in 1973 included a study of legal manpower supply and demand in California and a second follow-up study of engineering education.

The council's last meeting in 1973 was held on the day on which the governor signed legislation to establish the new commission to replace the Coordinating Council. Although this action was by no means certain until the day the bill was signed, support for it mounted during the year and obviously affected the work of the council.

COLORADO

Commission on Higher Education
1525 Sherman Street, Suite 719
Denver, Colorado 80203
Frank C. Abbott, Executive Director

Staff Reorganization

The Commission on Higher Education staff was reoriented during the past year to give greater emphasis to comprehensive long-range planning. Staff members working in the areas of academic, physical and fiscal planning were assigned under a deputy director. Similarly, personnel working on information systems were brought together under a director of information and research services as a staff unit under the deputy director. The objective of the reorganization is to reduce the normal tendencies to compartmentalize areas of activity and to realize more fully the interrelationships among the several areas of activity.

Survey of Major Issues

Assigned specific responsibility for developing comprehensive planning as an ongoing process, the deputy director conducted an extensive survey of opinions concerning major issues facing higher education in the state and areas in which current policies and practices need review or where entirely new areas of policy are needed. Responses received from more than 150 public leaders have led to the organization of eight task forces, composed primarily of lay citizens, who will develop facts and viewpoints and formulate proposals of policy for consideration by the Commission on Higher Education, the governor and the legislature. The task forces are working in the areas of roles of public institutions of postsecondary education, the private sector, access and delivery of educational services, pricing policies, financing of higher education, graduate study and research, manpower and educational policy and governance and coordination. The commission is undertaking this process of policy development within its own budget and without special funding with the hope that involvement of many lay leaders and legislators as well as educational leaders will result in proposals that will be implemented rather than "shelved."

Task Forces Organization

Planning and Management Systems

The Commission on Higher Education has worked with the institutions of higher education in the state since 1968 on the development of basic information concerning facilities, classes taught, student financial aid, faculty assignments and other budgetary components. During the past year, a pilot effort was continued to develop computerized simulation and planning capability at several two- and four-year institutions, with the focus shifting from the CAMPUS*/COLORADO simulation system to a broader concern for planning/management data bases and simulation capabilities.

A master plan was completed for the Colorado Springs campus of the University of Colorado utilizing the CAMPUS system and substantial headway on master planning was made at four other campuses. For 1974-75, the commission has received $395,000 to accelerate the development of planning/management systems at all institutions. The commission and the institutions will be working with the National Center for Higher Education Management Systems (NCHEMS) in a statewide effort to implement the NCHEMS information exchange procedures system, which will provide capability for calculating and reporting full unit cost information by the end of the fiscal year.

*CAMPUS—Comprehensive Analytical Methods for Planning in University/College Systems.

Auraria Higher Education Center

Major progress was made during the year in academic planning, organizational structure and construction of the Auraria Higher Education Center, a three-institution campus under construction near Denver's central business district. The institutions—Community College of Denver (Auraria campus), Metropolitan State College and University of Colorado-Denver—their boards and the commission developed proposals to create a board to own and operate the facilities, including those adjacent to the Auraria site which have been owned and used by the university. Legislation was proposed and enacted without opposition by the institutions and commission, and the new board assumed its responsibilities on July 1, 1974. When Auraria was first conceived, it was thought that about 30 per cent of the facilities would be jointly used. It now seems that 100 per cent of the center will be jointly used and interinstitutional planning and program sharing are already far advanced.

Student Aid and Extension

Libraries

Veterans Aid

The commission continues to administer appropriations of roughly $12 million for student financial aid and $4.5 million for extension and community service programs. By virtue of central administration, funds unused in one location can be (and are regularly) transferred for use where needed, with excellent cooperation from the institutions. A central appropriation for purchase of library materials which was administered by the commission for two years while better information was developed concerning the nature and cost of acquisitions, was returned to institutional appropriations for 1974-75, as recommended by the commission. A new program of providing partial tuition assistance to Colorado Vietnam-era veterans was enacted in 1974 and will be administered by the commission.

CONNECTICUT

Commission for Higher Education
340 Capitol Avenue
Hartford, Connecticut 06101
Warren G. Hill, Chancellor

Master Plan

a) Objectives

Connecticut's first master plan for the State System of Higher Education was completed and reported to the governor and General Assembly in February 1974. The plan projects objectives for the system for each year of a five-year period covering goals, organization and structure, enrollments, facilities, programs, nontraditional approaches, student transfer, equal opportunity, finance and a computer-based information system. The plan will be updated each two years on topics currently included and other studies will extend its coverage.

b) Recommendations

In receiving the plan as fulfilling its mandate, the General Assembly invited the Commission for Higher Education to prepare legislative recommendations for consideration at succeeding sessions. Most of the plan's 117 recommendations may be implemented under existing authority held by the commission and the various boards of the Connecticut institutions of higher education. Such matters will be given high priority attention as action processes are activated.

Legislative Actions

a) Academic Awards Board

Certain key recommendations were acted upon by the General Assembly during the year's session. These include: (a) constituent unit status and representation on the commission for the Board for State Academic Awards; (b) a two-year moratorium on the establishment of new institutions,

including four-year status for existing two-year university branches, and requiring the commission to furnish need justification prior to authorizing and funding of any new institutions; (c) a separate board of trustees to govern the State Technical College System hitherto controlled by the State board of Education; (d) increased funding of the Board for State Academic Awards; (e) additional funding for student financial assistance; (f) fee adjustments to render charges comparable for continuing education students with those regularly enrolled; and (g) increased student financial aid for Connecticut residents attending independent colleges within the state. In keeping with the recommendation that funding increases be provided for the higher education system as a whole toward the upper 25th percentile of the national average, the general fund budget for higher education for the 1974-75 fiscal year was up 12 per cent from last year.

b) New Institutions Moratorium

c) New Technical College Board

d) Student Aid

e)

f) Fees

g) State Aid to Private

General Budget

Construction funds were provided by the General Assembly for major projects, including a new campus for Western Connecticut State College, a science center for Southern Connecticut State College, a library for the University of Connecticut, and authorization of Phase II buildings in a higher education center complex to be shared by three two-year institutions. In addition, the Community College Board of Trustees received some $20 million for construction projects for the community colleges. This major increase was recommended by the master plan.

Capital Authorizations

The computer-based information system plan, adopted last year, has been organized and started on its first year's objectives. A pilot implementation of financial record keeping is under way, using both the current chart of accounts required by the state comptroller and the financial file and coding system recommended by the National Center for Higher Education Management Systems (NCHEMS). The plan calls for an expansion of this project to other institutions and for the simultaneous development and implementation of other data-base files.

Information System Developments

A major study, undertaken last year through contract with the Connecticut Health Manpower Resources Institute, was recently completed. The study established a body of data on current demand in established health-related employment and on supply of personnel through training programs in state education institutions. Following distribution of the study report, regional conferences were held involving personnel of training and employing agencies which recommended that statewide and regional councils be established to better relate these institutions to one another to assure adequate numbers of well-trained personnel for the health-related agencies.

Health Manpower Studies

The Commission for Higher Education filed its plan with the U.S. Office of Education to undertake activity in its role as Connecticut's "1202 Commission." The plan calls for resource inventories of postsecondary institutions not previously included in the commission's responsibilities, for studies related to this data and for exploration of the questions of how best to include such institutions in planning and in coordinative relationships in the future.

Postsecondary Commission

A major study is under way in Southwestern Connecticut to determine how the need for higher education services in that region can best be met. A consortium of public and independent institutions is one alternative receiving consideration. The study is being conducted by an existing consortium, the Higher Education Center for Urban Studies (HECUS).

Regional University

It is a responsibility of the commission to approve salary adjustments for

Faculty and Staff Salary Study

professional staff members in the central offices of higher education constituent units and to make comments and recommendations on proposed salary adjustments for faculty and other professional staff members at the campus level. In order to carry out this responsibility, an ad hoc salary committee was established to review the salary requests and to make recommendations to the commission. Included on the five-member committee were a bank economist, an administrator from an independent institution, a former U.S. commissioner of education, an officer of a foundation and the commissioner of the State Personnel Department.

For comparative purposes, the committee chose to use salary data for like public institutions from 20 of the highest per capita income states that had at least three public higher education units similar to those existing in Connecticut. Additional comparisons were made with independent institutions of higher education in Connecticut. The committee agreed that the impact of inflation should not be considered as a basis for any increase in salary groups since this condition should be remedied by a legislative adjustment of the salary scale applicable to all state personnel on the scale.

Three reasons for increases in salary groups were agreed upon:

(a) the salary is too low to be competitive with peer institutions;
(b) responsibilities for the job have increased for the salary group set up for it originally was too low; and
(c) there is an inequity in the present salary, that is, the salary is too low when compared with a comparable position in other constituent units.

It was agreed that salary increases should be based on merit, the quality of performance, and should not be automatic. A subcommittee on fringe benefits is currently completing a study of this subject and will soon make its recommendations.

DELAWARE

Delaware State College
Dover, Delaware 19901
Luna I. Mishoe, President

Appropriations

University of Delaware. The General Assembly of the state of Delaware finished its 127th legislative session on June 30, 1974. Legislation enacted during the session provided the University of Delaware with an 8 per cent increase in basic operating funds and a 57 per cent increase in funds for students in need of financial aid to meet their costs of education. The total dollars allocated to the University of Delaware for its general operation, including pension and other benefit costs, was $22,525,081 representing a 7.5 per cent increase over comparable funds in fiscal year 1974.

Sea Grant Research

The legislature also provided a special supplementary appropriation of $250,000 for the university's use in sea grant research programs involving the marine resources of the state.

Personnel Pensions

Professional personnel of the university were affected by legislation changing the state pension law. The change will allow professional members of the university with five years of service the option of either remaining in the state pension plan or entering TIAA/CREF. Persons with less than five years' service, or newly hired, will automatically enter TIAA/CREF.

Postsecondary Commission

Of general interest is the fact that the Higher Educational Aid Advisory Commission was replaced by the Delaware Postsecondary Education Commission (1202 Commission) and funded at a beginning level of $5,000. The 11 members of this newly established commission include the presidents of the three state-assisted institutions of higher learning, the president of a privately supported college, the state superintendent of public instruction, the secretary of state and five members-at-large. The chairman of the commission, serving at the pleasure of the governor, is the president of Delaware State College.

Appropriations

Delaware State College. The General Assembly has appropriated $4,198,707 for 1974-75 operations at Delaware State College, which includes social security, pension and medical insurance benefits for employees but does not include debt service. This sum represents approximately 60 per cent of the Delaware State College operating budget for fiscal year 1975 and an increase of about 11 per cent in state support over the preceding year.

Nursing Education

A bachelor's degree program in nursing has been developed that will rely upon the college's existing academic resources and will be supplemented with a faculty of nursing specialists to educate a modern professional nurse. It is the college's goal to create an approach to nursing education which can make an excellent academic and practical educational experience available and feasible for potential students who are not being served or even reached by traditional programs, opening the doors to the minority, the disadvantaged and some academically deficient students. The program, however, will be flexible enough to include the academically gifted student.

Library-Learning Center

The college has started construction of a $3 million Library-Learning Center that will complement the academic program and serve as the "hub" of educational programs at the college. The Board of Trustees has set aside $500,000 to bring its book collection up to 150,000 volumes. The library has been able to increase its book selection, in addition to acquisitions in the nursing, engineering and scientific collections, in black studies and Delaware history and urban affairs. Periodicals have increased to 414 journals, 53 gifts subscriptions, 22 newspapers, 52 small newsletters or papers from unions, industries and colleges and 21 indexes.

Technology Degree

A new program will provide an opportunity for graduates of associate degree technology programs to earn a bachelor of technology degree with two additional years of college work. A unique feature of the program is that it involves an inverse approach—the student completes an associate degree in a technology degree program with little or no loss of credit. The student will be accepted as a junior but he will enroll in a wide range of courses from freshman to senior level. In addition to general education courses, such as English and history, he will take further work in his area of major concentration—business, engineering or public and community service technology. Upon completion of the program, the student will be qualified to pursue work toward graduate degrees in technology and will be eligible for middle-management positions in business, government and industry.

Technology Degree

The college has the responsibility not only of transmitting knowledge, but of conducting programs for the discovery of new knowledge and of carrying out activities for applying knowledge in response to the ever-changing needs of the state and its citizens. Part of this effort has culminated in the establishment of an Urban Affairs Laboratory which will be housed in Wilmington. The proposed plan will give Delaware State College students an opportunity to engage in internship programs with many urban agencies, in exploring and observing urban issues as they arise.

Student Aid

Delaware Technical and Community College. New state legislation affecting Delaware Technical and Community College has been somewhat limited during the past year. However, legislation enacted under H.B. 599, creating a scholarship fund for needy students enrolled in the college and providing $25,000 for such purposes, even though small in amount, reaffirmed the commitment of the state legislature to the "open-door" concept. These funds, when matched by the institution's private foundation resources and augmented by federal resources for eligible students, will greatly enhance the opportunities for able students in greatest need.

New Campuses

Delaware Technical and Community College has reached its goal of a campus location within commuting distance of every resident in the state during the past fiscal year. Two new campus facilities were dedicated during the year replacing a temporary one in New Castle County. A suburban campus was officially opened at Stanton in October 1973 and an urban campus was dedicated April 14, 1974. For the first time in fiscal year 1974 a campus began the operation of a substantial program in Kent County with an enrollment of approximately 300 students. Temporary and shared facilities were arranged to house these programs while a completely new campus is under construction. Full-scale staffing is now being completed. Staff orientation has taken place and the new facility will be open for occupancy during the 1975 fiscal year.

Manpower Development

A new dimension of service has been made possible for the college since the extension of the open-door policy to serve disadvantaged adults of the state. The State Community College System has been the designated agency for administration of manpower development and training programs for the past three years. Through the college's demonstrated commitment to building the economy through a well-trained work force, it was able to receive a federal grant in the amount of $1.5 million with equal state matching funds for a Multi-Occupational Resources Center at the southern campus at Georgetown. This new phase of that campus is currently under construction. Substantial funding under the Comprehensive Training and Employment Act of 1973 has been committed for training disadvantaged citizens of within a 35-mile radius of that campus.

Consortium

Three consortia type programs are the joint responsibilities of the three state-supported institutions. These programs are: (1) Delaware Model: A Systems Approach to Science Education (Del Mod), a science and mathematics teacher education model; (2) Vocational Teacher Education Consortium; and (3) a Minority Engineers Pilot Project, whose purpose is to promote the education of minorities in engineering. The consortium makes possible a ladder-lattice type of opportunity for development. This project operates with federal, state and private funding. Excellent relationships also exist with the private colleges. Wesley College has assisted the new Kent Campus by sharing facilities. Neighboring state colleges share in staff development programs by offering graduate programs on campus. Likewise, neighboring colleges are admitting at the junior level associate-degree students who desire to pursue further study.

Long-Range Planning

The State Community College System has seven years of history in Delaware since the establishment of its first campus in September 1966. The launching stage is complete and the college is now entering into an era of long-range planning as a developing institution.

DISTRICT OF COLUMBIA

Commission on Postsecondary Education
1329 E Street, N.W., Suite 1023
Washington, D.C. 20004
Mrs. Ettyce H. Moore, Director

Postsecondary Commission

The major development affecting all of postsecondary education in the District of Columbia during 1973-74 was the establishment of the District of Columbia Commission on Postsecondary Education, in accordance with Section 1202 of the Education Amendments of 1972. Institutions in the public, private and proprietory sectors worked together with the district government on the formulation and composition of the commission. The commission adheres as closely as possible to the requirement that it be "broadly and equitably representative" of the different types of institutions and of the public. The commission's initial planning program will include a review and analysis of reports already available in the area of planning in higher education in the District of Columbia. To this will be added analyses of data to be collected relating to the proprietory institutions in the district.

Federal Programs

In addition to its planning responsibilities under Section 1202, the commission will also be responsible for the administration of Titles I, VI-A and VII-A of the Higher Education Act of 1965. The administration of Title I is to be assumed from the agency formerly responsible for this program, the Consortium of Universities, and the administration of Title VI-A and VII-A will be assumed from the District of Columbia Commission on Academic Facilities, which went out of existence on June 30, 1974.

Accreditation

In the area of public postsecondary education, a major development was the accreditation by the Middle States Association of Colleges and Secondary Schools of Federal City College, the district's liberal arts college, which opened in 1968. The Middle States Association's report on Federal City College was highly favorable, referring especially to the high regard in which the college and its programs are held by its students. The college is governed by the Board of Higher Education, which is also responsible for the District of Columbia Teacher's College. Now that Federal City College is fully accredited, the board has announced its intention to combine the two institutions, effective September 1974, and a new president of the combined institutions was appointed on July 1, 1974. The District of Columbia will thus have two public higher education institutions: the new combined Federal City College/D.C. Teacher's College and the Washington Technical Institute, a two-year institution governed by the Board of Vocational Education.

D.C. Colleges Merged

Reorganization of Public Education

A third development which may vitally affect the future of higher education in the District of Columbia is the proposed "D.C. Public Education Reorganization Act," introduced by Representative Charles Diggs, chairman of the House Committee on the District of Columbia. This draft bill relates to all of public education and would create a board of regents, which would have authority both over a board of trustees for higher education and a board of education for elementary-secondary education. The bill would authorize the board of trustees to consolidate the existing and future institutions of higher education in the district into a single "University of the District of Columbia." This University of the District of Columbia would include a comprehensive educational program at all student levels. Such consolidation of existing and future institutions into one university would generally concur with the recommendations both of a study, *Comprehensive*

Institutional Consolidation

Plan for Public Higher Education in the District of Columbia, completed in 1972, and the recommendations of the Congressional Commission on the Reorganization of the Government of the District of Columbia (the Nelson Commission). The former report recommended a University of the District of Columbia, with four specified units, while the latter recommended no consolidation of institutions but only that the existing institutions be coordinated under a single governing board. However, the bill is only at the hearing stage, and its future may be influenced by home rule, which will take effect in January 1975.

Private Higher Education

In the private sector, the Consortium of Universities of Washington, D.C. (American University, Catholic University, Georgetown University, George Washington University and Howard University) has undertaken an action program for the improvement of selected academic programs among its members. The project receives financial support from the Eugene and Agnes Meyer Foundation. Immediate attention will focus on graduate programs in the arts and sciences, to be followed by a study of the undergraduate programs. The project has a two-fold purpose: (1) to strengthen academic programs through joint action among the universities and (2) to achieve some economies through a gradual reduction of needless duplication. The action plan envisages the combining of a number of small programs in given disciplines into interuniversity or consortium graduate programs. In such cases, the whole promises to be greater than the sum of the parts, with a resultant increase in academic quality. For the presently larger graduate programs, less formal cooperative arrangements will be developed, both to add strength and to reduce duplication over time.

FLORIDA

State University System of Florida
107 West Gaines Street, Suite 210
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Robert B. Mautz, Chancellor

Growth Rate Decline

The State University System of Florida slowed its forward pace during fiscal year 1973, while legislative pressures intensified for even greater adjustments due to changing economic and social conditions. The accents during the year were on slowing down the rate of growth, preparing for adjustments to change without growth and providing greater accountability for expenditure of tax dollars.

Enrollments

Head-count enrollments in the nine universities in the system for fall 1973 soared to 100,694, but the period of rapid growth experienced during the past two decades appeared over. Enrollments will increase at a slower rate over the next few years, and in the early 1980s the system is expected to experience an actual decline in the number of students.

Graduate Education Restrictions

The 1974 legislature wrote into the general appropriations act for the state universities restrictions designed to limit the total amount of state funding for graduate programs and individual graduate students and to direct more state-funded research efforts to the solution of state problems. Strong sentiment prevailed among a large number of legislators that the state is unnecessarily funding graduate students and graduate programs. The word "unnecessarily" is interpreted to mean that, in the absence of immediate societal demands for the skills imparted to the students, money used to fund

graduate programs should be restricted and the funds diverted to more pressing state needs.

Restrictions on New Degree Programs

Another bill clearing the legislature which indicated legislative thinking with respect to restrictions on academic programs was the requirement that certain new degree-granting programs receive legislative approval.

Probationary Graduate Programs

The Board of Regents last July placed on one-year probation 16 graduate programs identified as low-productivity programs. The eight master's and eight doctoral programs put on probation will be re-examined in the fall of 1974, and if no improvements have been made they may be terminated. Twenty-two other academic programs are being absorbed as tracks or subspecialties into existing authorized graduate level programs at their respective universities under recommendation of the chancellor.

Review of Graduate Programs

A systemwide review of all graduate programs offered in the state universities was initiated in November 1972 to determine their cost, quality and need. The analysis was made at the direction of the regents in response to concerns expressed by the legislature and the governor that high-cost low-productivity programs be eliminated or consolidated and that programs be responsive to current demands. The regents also adopted a policy in 1973 requiring prior authorization for planning new degree programs.

Management Information System

In order to provide greater accountability, the Board of Regents' staff increased its management capabilities for analysis and evaluation of both educational and general budgets and the special units in the system. Significant steps were taken in the expansion of a coordinated statewide management information system which will allow the State University System office to respond more quickly to its own needs, as well as those of the legislature and state agencies, by providing uniform systemwide information for decision making relative to higher education.

Nontraditional

Other actions were taken during the year to provide greater opportunities for shortening degree-earning time and to provide opportunities for earning degrees in nontraditional methods away from the traditional campus setting.

Tuition and Fees

A new student fee schedule proposed by the Board of Regents will go into effect in the fall of 1974. The new schedule assesses fees on the basis of student credit hours instead of lump sum. The new schedule provides a straight fee charge of $13 per credit hour for undergraduates and $16.50 for graduate students. Tuition per credit hour for nonresident students, in addition to the registration fee, is $24. Each university is authorized in addition to establish a separate health fee not to exceed $10 per student per quarter which shall be used solely to provide health services. The new fee schedule was designed to treat students more equitably. Part-time students in general will tend to pay less in fees and full-time students with heavier course loads will pay more, but in aggregate the new fees are expected to produce about the same amount of money. Present fees are $190 per quarter for undergraduates and $240 per quarter for graduate students, with out-of-state students paying $350 per quarter in addition.

Private Higher Education

In an effort to expand higher educational opportunities in the fast-growing counties of Southwest Florida, the legislature appropriated funds for the acquisition of properties of New College, an innovative private liberal arts college at Sarasota, for addition to the State University System. The role of New College in the system is to be worked out prior to start of the 1974 fall term.

Continuing Education

The legislature appropriated funds for operation of a new continuing education center in Fort Myers under administration of the University of South Florida. The Board of Regents also was directed by the legislature to plan for the establishment within the next biennium of a school of optometry to be operated in conjunction with an existing accredited college of medicine which will meet the standards of accreditation of the American Optometric Association.

New Optometry School

Desegregation

After more than a year of effort, the state of Florida obtained approval of the U.S. Department of Health, Education and Welfare of a plan for equalizing educational opportunity in the state universities and public community colleges in compliance with Title VI of the Civil Rights Act.

The plan is designed to encourage greater representation of minority students, faculty and staff in predominantly white and black universities in the system and to enhance the programs at predominantly black Florida A & M University in Tallahassee so that it will attract more white students. Black enrollment in the State University System in the fall of 1973 was 9.3 per cent of the total, of which approximately half are at Florida A & M. Nonblack enrollment at Florida A & M constitutes 8.1 per cent of the student body.

In order to provide a more viable role for Florida A & M, the regents approved several new master's degree programs and a bachelor degree in journalism program for implementation during 1974-75, and the planning of several additional bachelor and master's degree programs in 1974-75 including a bachelor of architectural design and a master of architecture. Among the other features of the plan was a policy change by the Board of Regents to increase from 5 to 10 per cent the number of exceptions to the standards of first time in college admissions. The policy change is expected to result in more minority students being admitted to the state universities.

Collective Bargaining

A collective bargaining act for public employees in Florida enacted by the legislature makes the Board of Regents the employer for bargaining purposes for all faculty and related administrative and professional personnel in the universities. During the past year, a blue-ribbon committee, appointed by the chairman of the Board of Regents, has developed uniform and systemwide hearing procedures for faculty which will be considered by the regents at their July meeting. The committee was charged with developing two basic kinds of procedures: (1) procedures for hearing appeals of decisions concerning tenure, promotion and nonrenewal or termination of contract and (2) procedures for hearing faculty grievances concerning matters such as salary adjustment, work assignment, teaching load, office space and other job-related problems.

Faculty Hearings

Faculty Retraining

A retraining program was carried out during the past year for faculty members who were trained in disciplines which have tended to be less attractive to students in recent years. During the first year of operation of the program, 15 faculty members were released from duties at their home universities for up to a year in order to pursue academic training at another university in a discipline for which the home university has a greater need. The retraining program will be continued during 1974-75.

Student Aid

A total of $16.3 million in student financial aid was provided for students attending public and private colleges and universities. Of this amount, $4.3 million was made available for student assistance grants. The balance went for various student loan programs.

GEORGIA

Regents of the University System
244 Washington Street, S.W.
Atlanta, Georgia 30334
George L. Simpson Jr., Chancellor
John O. Eidson, Vice Chancellor

The System's Composition

The University System of Georgia is composed of 30 universities and colleges (4 universities, 12 senior colleges and 14 junior colleges). The system had a year of continued growth and accomplishments through the cooperative efforts of all institutions of the system, administered by one single governing board—the Board of Regents.

Faculty Tenure

In July 1973, a committee, representative of all types of institutions in the system, was appointed to study the present tenure policies of the University System and to make recommendations for the adoption of new policies for the system. This committee, composed of 10 members, met regularly for several months and submitted its recommendations to the chancellor. It is possible that the Board of Regents will approve a revision in the present policies within the next few months.

New Junior Colleges

Emanuel County Junior College, at Swainsboro, and Bainbridge Junior College, at Bainbridge, opened in September 1973. The establishment of these institutions in the Southeastern and Southwestern areas of the state follows the policy of the Board of Regents to attempt to make higher education geographically accessible to all citizens of the state. The Atlanta Junior College, now under construction, is scheduled for opening in fall 1974. Enrollment for the first year is expected to reach 1,000. A junior college has been approved by the Board of Regents for location in Waycross in the Southern part of the state. This institution is scheduled for opening in the fall of 1975.

Public Service and Continuing Education

The program of public service and continuing education in the University System has kept pace with the growth of the system during the past decade and will continue to expand in the next several years. Offerings in all categories of public service are designed for people who seek specific information, general education or cultural enrichment in lieu of or in addition to regular college-credit work. In 1973-74, there were 31,453 participants enrolled in 791 noncredit conferences, seminars and short courses throughout the system, involving 2,39[illegible] members of instructional faculties of the institutions in the system. In the Cooperative Extension Service, there were 576,721 participants in its agricultural programs conducted by 644 faculty members.

Studies Abroad

Since 1966, the University System of Georgia has conducted a highly successful "Studies Abroad Program." This program was established by the Board of Regents for the benefit of students in all institutions of the system. Foreign-study opportunities are provided for serious and selected students. The School of Arts and Sciences of Georgia State University is responsible for the general administration of the program. In the summer of 1974, language programs will be available in French at Dijon, German at Erlangen and Spanish at Valencia. A classics program will be held in Rome and Athens. Academic credit up to 15 quarter hours may be earned. The total enrollment in these studies the summer of 1974 is 124 (22 for classics, 27 for French, 32 for German and 33 for Spanish).

Health Professions Education

The University System continues to expand its programs in the health professions, both in enrollment and disciplines to help meet the need for health care in the state.

Medical

The School of Medicine of the Medical College of Georgia will enroll students in the entering class of 1974 with a goal of an entering class of 200 to be achieved within the next two years. The School of Medicine has also completed affiliation agreements with medical centers in Savannah, Macon and Columbus whereby medical students may complete the major portion of their clinical experience in the centers in those cities. At the Medical College of Georgia, the first year of an interdisciplinary health team curriculum project, supported by a Kellogg Foundation grant, which involves 60 students (20 each in medicine, nursing and physician-assistant programs) has been completed. Among the goals of the project are development of a common introductory curriculum and team assignments in clinical settings.

Dentistry

The School of Dentistry of the Medical College of Georgia has completed its revision of its curriculum so that students are able to graduate in three years.

Nursing

In the fall of 1974, clinical programs in nursing will be in operation in the University System with an enrollment of approximately 4,000 students. New programs opening in fall 1974 will include two at the associate degree level and one at the baccalaureate level which is designed for those who are already registered nurses. An experimental three-year baccalaureate program will be offered by the School of Nursing of the Medical College of Georgia and the University of Georgia in Athens. Fifty students will be enrolled in the first class this fall. Also in nursing, the associate degree program at Albany Junior College and the baccalaureate degree program at Albany State College have been restructured administratively under a director/coordinator to more effectively utilize academic and clinical resources of the two colleges and the community.

Pharmacy

The School of Pharmacy at the University of Georgia continues the development of clinical clerkships to better prepare its graduates for the practice of pharmacy.

Allied Health

The enrollment in the two Schools of Allied Health Sciences (Georgia State University and the Medical College of Georgia) continues to show significant increases in the programs which they offer.

Criminal Justice

In 1967, programs in criminal justice were established in five institutions in the University System. Programs are presently offered by 20 of 30 institutions in the system at the associate and baccalaureate degree levels. The enrollment in these programs now totals 1,070.

Enrollment

Enrollment in the University System increased 3,233, or 3.1 per cent, from the 1972 fall quarter to the 1973 fall quarter. In 1972, 105,892 students were enrolled with 49,380 at the graduate institutions, 38,938 at the four-year institutions and 17,574 at the junior colleges. In 1973, 51,295 students were enrolled at the graduate institutions, 39,343 at the four-year institutions and 18,487 at the junior colleges, for a total of 109,125 students.

ILLINOIS

Board of Higher Education
500 Reisch Building
119 South Fifth Street
Springfield, Illinois 62701
Cameron West, Executive Director

Postsecondary Commission

In Illinois, fiscal year 1974 can best be characterized as the initial phase of a reassessment of postsecondary education goals, programs and methods of financial support. This beginning exercise in introspection was broadly based and centered within the Board of Higher Education which, as a result of general statutory responsibilities and specific administration of aid programs for the private sector, has been the principal coordinating and planning agency for public and private colleges and universities. However, the board's sphere of activity was expanded during the past year when the governor designated the board as the state's 1202 postsecondary planning agency, as provided for in the federal Education Amendments of 1972.

Future Budgeting Conditions

The Board of Higher Education, in its fiscal year 1975 budget recommendations adopted in December 1973, recognized several conditions that will guide future higher education budgets and which also rendered ineffective certain previous planning parameters in Illinois. These conditions were: stabilized enrollments, price inflation, greater participation in higher education by individuals over 25 years of age, increasing demand for career-oriented curricula, continued need and demand for trained health-service manpower, trends toward channeling educational subsidies directly to students, a need to control educational costs through increased productivity and the necessity of maintaining a mixed and balanced system of public and private higher education institutions.

1975 Budgets

The board's fiscal year 1975 budget recommendations were $677.3 million for higher education operating expenses and $85.7 million for capital construction. With slight modification, the board's operating budget recommendations (representing a $55 million increase over fiscal 1974 appropriations) were endorsed by the governor and General Assembly.

Master Plan Studies:

The conditions affecting budget recommendations, as noted earlier, generated efforts by the Board of Higher Education to develop a new phase (IV) of the statewide master plan for higher education. Although procedural and policy questions are still being discussed, several major studies have been initiated which will undoubtedly be part of the master planning effort. These studies, either being undertaken by special or standing board committees of the board staff are:

1) Community College Financing

1. A study of public community college financing, for the purpose of determining whether the present financing system, some variation or another system would best suit the future development of the statewide community college system as it enters a period of stabilized enrollment and growth and as those concerned with the system re-evaluate its proper role, mission and relationship to other institutions.

2) Enrollment

2. Development of enrollment planning guidelines, including establishment of variables that could affect aspects of future higher education enrollment and projections of enrollment.

3) Tuition

3. A study of tuition and other student costs with the objective of reaffirming or altering the tuition policy of the Board of Higher Education,

which currently is that tuition at public senior universities should approximate one-third of undergraduate instructional costs, and making other recommendations that pertain to the expenses students assume in attending postsecondary education institutions.

4) Health Education

4. Updating the existing health education master plan, *Education in the Health Fields for Illinois (1968)*, for the purpose of determining present and future health-manpower needs and proposing educational programs to respond to them; determining the capabilities and relationships of health education institutions and encouraging their cooperation; and, proposing educational programs to respond to changing health-care needs.

5) Private Higher Education

5. Updating the report, *Strengthening Private Higher Education in Illinois (1969)*, for the purposes of evaluating present programs of state financial assistance to private colleges and universities, and students enrolled in the private higher education sector; and determining a proper relationship of private colleges and universities to statewide higher education coordination and planning.

6) Resource Allocation and Management

6. Continued refinement of the Board of Higher Education's Resource Allocation and Management Program (the guidelines and format directing budgetary requests by public colleges and universities) for the general purpose of developing compatible unit cost data to be used by the board in its analysis of budget and program requests.

7) Institutional Surveys

7. Surveying Illinois public colleges and universities to determine: (a) present methods of financing capital construction projects other than through state general revenue funds or state general obligation bonds, (b) forms and amounts of student aid other than from the state, (c) disadvantaged student programs.

8) Nontraditional Programs

8. Development of nontraditional and cooperative education programs, with attention to a statewide higher education television network, an external degree program, a central credit depository and a statewide information retrieval and counseling system.

9) Affirmative Action

9. Review of college and university affirmative action programs and development by the board of a related data-gathering system.

10) Space Survey

10. Survey of all public and private higher education institutions for the purpose of determining available building space, its current and projected uses and the state's commitments for capital construction.

11) Energy and Environment

11. Development of programmatic guidelines for the review of institutional requests for new units of instruction, research or public service related to the environment or energy.

12) Scope and Mission

12. Determination of public senior university scope and mission designation and review of public community college programmatic development.

Doctoral Programs

In the programmatic area, the Board of Higher Education reaffirmed its guidelines for review of doctoral programs, with emphasis on quality, compelling need and nonduplication of existing programs as criteria required for approval. The board continued its policy of appointing a commission of scholars, consisting of outstanding academicians from throughout the nation, to review new doctoral program requests.

Cooperative Programs

The Board of Higher Education continues to assume a national leadership role in the development of cooperative programs through the Illinois Higher Education Cooperation Act (HECA). Over the past two years, the board has reviewed nearly 150 proposals requesting a total of approximately $5 million. With funding of $350,000 in fiscal years 1973 and 1974, the board has approved 42 programs, many of which are operating with distinction and have received national acclaim. Examples include the Quad-Cities Graduate Studies Center, also supported by Iowa, which has brought graduate education to students in the area without the need to establish a graduate institution or new graduate programs; a similar center in Rockford and Decatur areas, and the Southern Illinois Collegiate Common Market, which brings together senior universities and community colleges in cooperative efforts to provide inservice education for the citizens of southern Illinois.

Community Colleges

With the board exercising final program approval, the state's community colleges continued to provide programs of public service and for disadvantaged students with specially earmarked state funds of $1.4 million and $750,000 respectively. Also, the board approved, on a tentative basis, programs involving the public community colleges in contractual arrangements with proprietary schools for the purpose of meeting student demand for skill programs without duplicating them.

Board Additions:

a) Student

b) Proprietary Schools

The board, in accordance with provisions of state legislation and new responsibilities, increased its representation during fiscal year 1974. A student representative, selected by students at a statewide conference, is now the 17th member of the board. Also, the board appointed a new standing advisory committee concerning proprietary schools in anticipation of increased coordination, planning and cooperative efforts involving this sector of postsecondary education.

New Board of Education

State legislation partially implemented during fiscal year 1974 involved establishment of a State Board of Education with planning, coordinating and governance functions within public elementary and secondary education. The legislation provides for a joint committee between the State Board of Education and the Board of Higher Education to consider policy matters that have impact on all educational levels.

INDIANA

Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46202
Richard D. Gibb, Commissioner

Staff Changes

The last year has been an eventful one for the Indiana Commission for Higher Education. The first commissioner for higher education for the commission resigned last July. This, along with a number of other complicating factors, put the commission in turmoil for most of the past 12 months.

Enrollments

The colleges and universities witnessed a leveling off, or actual decline in enrollment, and this was a matter of great concern on a number of campuses.

Appropriations

The budgets appropriated for public postsecondary education were considered to be very modest in size, and the public institutions feel that they are in an extreme financial "cramp." The campuses would no doubt indicate that their main concern right now is financing postsecondary education.

Postsecondary Commission

Governance

The commission was designated the "1202 agency" by the governor in April of this year. One of the problems facing the commission, and all of postsecondary education, is a matter of governance and/or organization. A number of regional campuses, which were created in the last few years, have asked for independence from the parent institution. Several bills were introduced which would give independence to one or more of the regional campuses, but the bills did not pass. The matter will come up again at the next legislative session.

IOWA

Board of Regents
Grimes State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

Collective bargaining, tuition policy, requests for supplemental funds and the activities regarding a proposal for the establishment of a commission on postsecondary education were the primary concerns in Iowa in the past year.

Collective Bargaining

After considerable debate, the Iowa legislature passed a collective bargaining law for public employees. Negotiable subjects include wages, hours, vacations, insurance, seniority, shift differentials, overtime compensation, leaves of absence, transfer procedures, health and safety matters, procedures for staff reduction and "other matters mutually agreed upon," according to the law. The new law also contains a tough antistrike provision. Although the law became effective July 1, mandatory collective bargaining is not required for at least a year. State departments, agencies, boards and commissions are exempt until July 1, 1976.

Financial Problems

a) Unfunded Salaries

The Board of Regents and the institutions under its jurisdiction were faced with unusually severe financial problems in carrying out their approved level of operations in 1974-75. The first session of the 65th General Assembly had postponed appropriations for 1974-75 salary increments until the 1974 session. In addition to the problem of unfunded salary budgets, the Board of Regents' institutions like others around the country have experienced the most serious price inflation in decades.

b) Federal Cutbacks

c) Tuition Increases

d) Supplemental Appropriations

These financial problems were compounded by a threatened cutback in federal support for basic instructional programs at the institutions, particularly in the health-science fields. The Board of Regents requested funds for salaries and wages in 1974-75. In addition, the board requested supplemental appropriations to meet price inflation and protect programs faced with potential losses in federal funds. During the legislative discussions regarding the supplementary requests, the regents were under considerable pressure to raise tuition rates. The regents resisted by maintaining that any tuition increase should be postponed until the results of a comprehensive tuition study already under way were available. They were successful except for nonresident tuitions. Supplemental appropriations of $14,122,000 were provided based on a nonresident tuition increase of $100 per academic year in 1974-75. Contingency appropriations account for $4.5 million of the total for possible federal losses for instructional programs and for fuel price increases. Supplemental appropriations for salaries assume an average increase of 7.5 per cent for faculty employees and 10.5 per cent for nonacademic employees.

Legislative Study Committee

The 1971 session of the General Assembly established a Higher Education Study Committee, composed entirely of legislators, to study higher education in Iowa. In early 1973 the committee obtained a grant for the study and a private consulting firm was selected. The final report of the consultants was submitted to the committee just prior to the beginning of the 1974 legislative session. The consultants recommended the establishment of a commission on postsecondary education with regulatory authority. While the Higher Education Study Committee accepted the consultant's report, the committee drafted legislation which proposed a commission limited primarily to the "1202 Commission" guidelines which would replace the Higher Education Facilities Commission. This proposed legislation was not acted upon by the General Assembly. In May, however, the governor designated the Higher Education Facilities Commission as the "1202 Commission" in Iowa.

Postsecondary Commission

Long-Range Plans

Other activities regarding higher education in the past year include the submission of tentative long-range academic plans, reports on tenure faculty activity analysis and efforts to further develop an information system for both the regent universities and other postsecondary educational institutions. The long-range plans were mandated by the Board of Regents several years ago and have been going through a process of development and refinement since. Preliminary reports have been submitted by each university. All final reports are expected by fall 1974. Tenure policies have been under review at each institution for about a year, and the regents have accepted preliminary reports on tenure from each institution. Final recommendations of the institutions concerning tenure are expected to be before the board for approval by late fall.

Tenure Policies

Faculty Activity Studies

This spring the Board of Regents decided to continue the development of the faculty activity studies at the universities and requested that these be submitted every two years. The current faculty activities studies from the institutions are expected to be submitted to the board by fall 1974.

Information Systems

Also to be submitted by fall 1974 are the recommendations of a regents' Committee on Information Systems which is endeavoring to provide interinstitutionally comparable information for use by the regents. Several National Center for Higher Education Management Systems (NCHEMS) products are currently being tested by several institutions for possible adoption by all the institutions. Another task force on data gathering was established by the Council on Post High School Education to gather data on all of postsecondary education in Iowa for use by the various state agencies, the governor and the legislature. The current activities of this latter group are limited to a review of possible use of the Higher Education General Information Survey (HEGIS) reports.

Nonacademic Merit System

The Board of Regents' office is responsible for administration of the regents' merit system which covers 7,500 of the nonacademic employees of the regents. Common classification and pay plans were put into effect on July 1, 1974, amid objection by several employees and employee organizations. A consulting firm was employed in the current fiscal year to review the entire system and to prepare recommendations for revision. The board will take final action on the proposal in July.

KANSAS

Board of Regents
State Office Building
Topeka, Kansas 66612
Max Bickford, Executive Officer

Collective Bargaining

Kansas has begun to feel the effects of legislation passed in the 1972 session which authorized collective bargaining for both classified (Civil Service) and unclassified (college faculty) personnel. Classified employees on four of the seven campus locations have organized and each has developed a "memorandum of agreement" as the result of negotiations between administration and union representatives. One strike has occurred, even though strikes are expressly prohibited in the law. One college faculty has taken the first steps toward organization by petitioning and receiving approval for an appropriate unit. This unit will include all faculty with the exception of department heads and administrators.

Appropriations

The legislature authorized appropriations for the state general revenue fund for operating expenditures for the state colleges and universities in the amount of $113.5 million which is up from $97.6 million the previous year. This is an increase of 16.3 per cent and compares with an increase of 8.5 per cent for fiscal 1974. Included in these funds was a 10 per cent faculty salary increase at the University of Kansas and Wichita State University and an 11 per cent salary increase for the faculties at Kansas State University and the three state colleges. The legislature also provided for funds which will allow increased enrollments in dental schools outside the state and for the same purpose for optometrists. New computer facilities were included in the appropriated amounts.

Faculty Salary Increases

Out-of state Programs

New Associate Degrees

Centralization of Extension

The Board of Regents authorized the approval of associate degrees for institutions when these degrees could be justified. The board also authorized the centralization of statewide academic extension in its Topeka office, and that function has been transferred from the University of Kansas.

Faculty Reduction

The three state colleges continued to experience enrollment declines and the necessary reduction of faculty as a result of that decline. Although every precaution was taken to reduce faculty in an orderly and legal way, many problems have arisen and the resolution of these problems is not really anticipated very soon.

Architect Selection

Following problems in the selection of architects for state projects, the legislature enacted an entirely new law doing away with the old method of selection which was largely political. The new method provides for a nonpartisan committee, with significant input from the institution where construction is to occur, to make the selection of architects. The new law also provides for higher fees and more services. These provisions should significantly improve the state construction process for buildings.

Long-range Physical Planning

The long-range physical planning program reported last year was completed in time for presentation to the 1974 legislature. The plans involve academic and physical programming for each campus with the mission of the institution being outlined with goals and objectives. The plans are staged and are expected to coincide with annual budget requests to the legislature. Each campus plan is in a separate loose leaf binder to make updating easy and to keep the documents current. The $50 million construction project at the University of Kansas Medical Center is being handled in a somewhat

different manner than the usual construction project. The "fast track" method is being used in the letting of contracts, and the overall supervision of the project is being handled by a construction manager team. When complete, the new facilities will allow expansion of the entering class from 140 to 200 students.

Medical Center Construction

The Kansas legislature has taken a somewhat unusual approach to the establishment of a "1202 Commission." The legislature provided for a legislative planning commission composed of state representatives and senators who were selected to meet the "broadly representative" criteria. The governor has designated this group as the 1202 Commission, Washington has approved the designation and the group is working. The rationale was largely that planning should be done by those who would eventually decide policy. It will be interesting to see how the group functions.

Postsecondary Commission

Last year's report included information about "Guidelines for Increasing Academic Efficiency at the State Colleges and Universities." This report dealt with the deletion of certain graduate programs and placing others on probation. The Council of Chief Academic Officers is now preparing a similar report for undergraduate programs. It is anticipated this report will be completed sometime this fall.

Academic Efficiency

KENTUCKY

Council on Public Higher Education
809 Capital Plaza Office Tower
Frankfort, Kentucky 40601
A. D. Albright, Executive Director

1973-74 was a year of significant activity for the Council on Public Higher Education. The council staff evaluated the institutional budgets and developed a unified budget for public higher education which was presented to the legislature. The governor was most complimentary to the council staff and the legislature approved the budget almost without exception. A reduction in student tuition fees for the University of Louisville was achieved which brings that institution more closely in line with the other state-supported universities.

Unified Budget

Tuition

A legislative committee took exception to the council's recommendation not to establish a veterinary medicine school in Kentucky and appointed an interim legislative committee to study the issue further. Several building programs were approved, with the establishment of a new teaching hospital for the University of Louisville requiring the largest outlay of funds.

Veterinary and Medical Education

A number of task groups have been activated to study and recommend action in several areas; in particular, a statewide comprehensive plan for higher education, area health education services, graduate and professional school programs, management information systems, computer policy and consortia to provide special education programs through cooperation of the various institutions.

Task Forces

During the next year the council will expand its efforts, due to a substantial increase in operating funds voted by the legislature, toward program evaluation, facilities management, model-building and simulation techniques, financial planning and implementation of the area health education program.

Statewide Plan

The statewide comprehensive plan will be developed and will determine the emphases to be placed on future activities of the council staff.

LOUISIANA

Coordinating Council for Higher Education
P.O. Box 44362, Capitol Station
Baton Rouge, Louisiana 70804
William Arceneaux, Executive Director

New Constitution

This report represents the last full year of activity of the Coordinating Council for Higher Education. On April 20, 1974, the citizens of Louisiana adopted a new constitution which provides that those Coordinating Council members whose terms have not expired on December 31, 1974, will become members of a newly created Board of Regents. The governor will make appointments to bring membership to the designed number of 15. The proposed constitution provided the citizens of Louisiana with an alternative to only one article—the article on education. In preparation for making a public recommendation on the more preferable of the two education alternatives, the council met and consulted with two specialists in higher education. With their helpful analysis, the council recommended alternative "A" to the voters and was gratified when this alternative was chosen by an overwhelming majority of the voters.

New Statewide Board of Regents

In addition to providing for an appointive Board of Regents to coordinate and plan for public higher education in Louisiana, the new constitution provides for four other educational boards. The Board of Supervisors of the Louisiana State University System, the Board of Supervisors of the Southern University System and the Board of Trustees of State Colleges and Universities will be appointed by the governor to manage and oversee the day-to-day operations of the institutions under their control. An elected State Board of Education will govern elementary-secondary education and vocational programs. The new constitution, effective January 1, 1975, supercedes Act 712 of 1972, which created a Board of Regents that has been ruled unconstitutional by a district court and the Louisiana Supreme Court.

Formula Funding

In January 1974, the Coordinating Council for Higher Education published a revision of the *State Appropriation Formula* developed in 1970. In the current session of the legislature, the formula is being used for the first time as a basis for state appropriations for higher education. After a 3 per cent across-the-board increase to cover rising costs was appropriated to all institutions, regardless of their level of implementation under the formula, other new monies were distributed according to the formula, beginning with the school at the lowest level of implementation. While 100 per cent implementation for all schools will not be effected in this session, the council anticipates full formula funding in from three to four years using the method described above.

New Degree Programs

The Coordinating Council for Higher Education this year considered 50 new degree programs requests and one request for a new certificate program. Nineteen of the proposed programs were disapproved. Receiving approval were 1 new certificate program, 19 associate level programs, 4 baccalaureate programs and 8 masters programs. In addition, four proposed institutional administrative changes were approved. Two policy changes have been made in the procedures for considering new degree programs. The

Policies on New Degree Program Approval

council staff has been given discretionary authority to return without action any proposals which do not meet informational needs as outlined in the guidelines for request for new degree programs. Such programs can be resubmitted, with the additional necessary information, at the next regular degree program review. New degree programs which are considered worthy of implementation are now given "conditional approval." They are examined for achievement of goals defined in the original proposal after the first students are graduated from the program. On the basis of the results of such examination, full approval is granted or conditional approval is withdrawn.

Veterinary Medicine

The Louisiana State University School of Veterinary Medicine enrolled its first class in January 1974. Thirty-six students were admitted—24 from Louisiana and 12 from other Southern states under the Southern Regional Education Board contract program. The new school is the 19th school of veterinary medicine in the nation and will continue to allocate a substantial portion of its spaces to students from the region.

Postsecondary Commission

In July 1973 the Coordinating Council absorbed the functions of the Higher Education Facilities Commission and the Commission on Extension and Continuing Education by executive orders of the governor. The council has also been designated the state postsecondary education commission (1202 agency). The new Board of Regents will continue these responsibilities when it becomes effective in January 1975.

Desegregation

The federal government is currently suing the state of Louisiana, contending that the state is maintaining a dual system of higher education. It has requested the court to enjoin the defendants from "maintaining and perpetuating racial dualism in the state-supported system of higher education." It further requests that the defendants be required "to develop and submit and implement detailed plans which promise realistically and promptly to eliminate all vestiges of a dual system." Named as defendants in the suit are the State Board of Education, the Louisiana State University Board of Supervisors, the Coordinating Council for Higher Education and the Louisiana Board of Regents. The defendants have pleaded compliance with civil rights law and further requested a delay of court action until after January 1, 1975, when Louisiana's new system of governance for higher education becomes effective.

Cooperative Programs

Two opportunities arose during the year for the Coordinating Council to take steps toward cooperation between racially identifiable institutions in proximity to each other. An associate degree program in early childhood education requested by Delgado Junior College was approved as a cooperative program between Delgado and Southern University in New Orleans. A master of science in systems science requested by Louisiana State University at Baton Rouge was approved as a cooperative program between LSU-Baton Rouge, Southern University-Baton Rouge and the University of Southwestern Louisiana. Means of cooperation in the areas of faculty exchange, cross-registration of students and cross-listing of courses have been developed in both programs.

MAINE

University of Maine
228 Deering Avenue
Portland, Maine 04102
Donald R. McNeil, Chancellor

Postsecondary Commission

Establishment of a temporary Postsecondary Education Commission by executive order was one of the highlights of the 1973-74 year in Maine. The commission's primary purpose is to recommend permanent legislation to the next legislature. The legislature in special session authorized a 5 per cent across-the-board cost-of-living adjustment for all personnel effective April 1, 1974, and provided funds for construction cost over-runs which were due to inflationary factors.

Salaries and Construction

Cooperative Project

The university with private colleges and vocational technical institutes, utilizing existing buildings, expanded educational opportunities in the southern portion of the state under a joint administrative board. An evaluation of the first year of the pilot project recommended the project be operated on an experimental basis for at least one additional year.

Academic Freedom

During the spring the Board of Trustees reaffirmed the university's policies on academic freedom in a case involving the requested use of university facilities for statewide meeting of homosexuals.

Health Sciences

The addition during the year of an assistant chancellor for health science education provided continuing leadership to the university's innovative planning for medical education in Maine.

Intercampus Cooperation

Intercampus cooperation in academic programs was continued through the initiation of a three-campus program of environmental studies, jointly sponsored and operated, at Fort Kent, Machias and Presque Isle.

Educational Broadcasting

The Maine Public Broadcast Network improved its ability to provide programming to the people of the state of Maine with the addition of two new public radio outlets, transition to color programming and the acquisition of a mobile color television studio.

MARYLAND

Council for Higher Education
93 Main Street
Annapolis, Maryland 21401
Wesley N. Dorn, Executive Director

Desegregation

Maryland's plan for completing the desegregation of its public postsecondary education institutions has been accepted by the Office of Civil Rights, U.S. Department of Health, Education and Welfare. During the past 11 months, the governor's Desegregation Task Force, a 12-member biracial task force, chaired by Dr. Dorn, developed the plan. In order to insure the enforcement of this plan, the segment boards are accountable to the Council for Higher Education, which has ultimate responsibility and authority to monitor the plan's effective implementation. The statewide desegregation commitment and policies and the implementation through the coordination of the council apply to all the state's public postsecondary education institutions and

encompass all of the techniques and mechanisms established in the plan.

The council, together with the segments and the public institutions, will develop the criteria by which public higher education will be accountable for completing the desegregation of all public higher education in the state. Resources will be provided to the council for the purposes of: (1) collection and processing of data related to desegregation and equal opportunity; (2) the analysis of desegregation and equal opportunity related data; (3) making recommendations to the council for corrective actions that are related to the implementation of the desegregation plan; (4) participating in the resolution of conflicts that pertain to desegregation and equal opportunity; (5) preparing longitudinal studies of minority participation in higher education; (6) preparing an annual report of the state's efforts and accomplishments in the area of desegregation of higher education; and (7) being a repository of campus and segment affirmative action plans.

A biracial task force has been formed to propose ways of enhancing the role and image of the predominantly black public colleges in the state. A second biracial task force is promulgating guidelines and procedures to facilitate counseling services for minority group students in secondary schools that will maximize "other-race" application patterns among the colleges. Final reports from both task forces are expected during August 1974. Progress reports from the council will identify areas of concern or, where corrective action is required, recommendations to redress deviations from the plan or lack of progress.

Postsecondary Commission

On March 5, 1974, Governor Marvin Mandel signed into law House Bill 161, which was passed unanimously by the senate and the house of delegates, providing that the Council for Higher Education shall be the state postsecondary education commission under Section 1202 of the Education Amendments of 1972.

State Aid to Private

The private colleges and universities in Maryland will receive additional state assistance as a result of a bill passed by the General Assembly. The new law, which was recommended as a result of a study by the Council for Higher Education, provides for private institutions of higher education in Maryland to receive 15 per cent of the state general fund subsidy per full-time equivalent student provided to the public four-year colleges and universities. The private colleges must now submit new program proposals to the Council for Higher Education for review.

Legal Education

At the request of the legislature, the council has undertaken a study of the legal manpower requirements of the state to determine the need for additional or expanded law school facilities and their location. The request of the legislature was prompted by the implementation of a law which calls for the transition of the University of Baltimore from a private institution to a public institution as part of the State College System. The university has a law school located in Baltimore not far from the University of Maryland downtown campus, which also includes a school of law.

Tuition-waiver Fulfillment

Recognizing that it has become increasingly difficult for college graduates who have been subsidized by the state for promising to teach in Maryland schools to find teaching opportunities which will enable them to fulfill their obligations to the state, legislation was enacted providing alternative ways for students to satisfy the tuition-waiver obligation. Students may now work in state and other governmental agencies as well as teach in day care centers, penal institutions, etc.

Student Board Member

Legislation was enacted to include two students on the University of Maryland Board of Regents. Different campuses of the university must be represented. Each student member shall be appointed for a term of one year, commencing on July 1, 1974, and may be reappointed if he/she remains a student at any campus of the university.

Tuition Waivers for Elderly

Legislation was also enacted to enable senior citizens to have tuition waived for enrollment in community colleges, if they are 60 years old and a resident of the state. Such persons shall be included in the computation of full-time equivalent students for the purpose of state funding.

Medical Education

The Council for Higher Education is presently reviewing programs for the education and training of medical students. Programs in other states are being examined and the council will submit recommendations for any desirable alterations to existing programs in Maryland. The council is also conducting a feasibility study to determine the possible future utilization of the Charlotte Hall School as a site for postsecondary educational programs for St. Mary's and Calvert Counties. The council will include its findings and recommendation in its 1975 annual report to the governor and the legislature.

Site Feasibility Study

Student Transfer

The Council for Higher Education has adopted student transfer policies which delineate specific areas of agreement among the public community colleges, the state colleges and the state university to facilitate the transfer of students among the segments of public higher education in the state. A continuous evaluation and review of programs, policies, procedures and relationships affecting transfer of students has been established, and such revisions as are needed to promote the academic success and general well-being of the transfer student will be developed.

Law Suit— Aid to Private

A law suit challenging the existing program of state aid to five private institutions of higher education (Roemer et al. vs. Board of Public Works, et al.) is being heard in Maryland Federal District Court. The suit questions the constitutionality of the state giving aid to the College of Notre Dame of Maryland, St. Joseph's College, Loyola College, Mount St. Mary's and Western Maryland College. A ruling on eligibility of the institutions and the constitutionality of the law is expected from the court in fall 1974.

Management Systems

The council, through a special committee, initiated a pilot project concerned with higher education management and planning systems. Five institutions were selected to participate in the project, including one community college, one state college, one branch of the university and two private colleges. Each of these institutions implemented the National Center for Higher Education Management Systems (NCHEMS)-induced course load matrix indicating how students with different majors draw upon various academic departments for their courses. The colleges also made initial runs of the NCHEMS resource requirements prediction model and are in the process of refining their inputs.

Budget Format/ Criteria

The budgetary format and criteria adopted by the Council for Higher Education, as reported in 1973, has been evaluated through trial applications at representative institutions of each segment of public higher education in Maryland. The results of the evaluation indicate that improvements in resource allocation and accountability can be achieved through application of the proposed system of budgetary documentation. Legislative committees reviewing budgetary requests during the recently completed session of the General Assembly have concluded that implementation of the refined format will be a desirable step in the review of executive allowances and the

finalization of appropriations made to the respective segments of public higher education. Accordingly, appropriate actions have been taken to utilize the proposed format and criteria for the formulation and review of the fiscal year 1976 higher education budgets.

Collective Bargaining

Growing interest in the subject of collective bargaining legislation for teaching faculty and other academic professionals in the public sector of higher education prompted the council to study collective bargaining in order to make recommendations as to the course of action to be taken by the state. The study was made by the faculty salary committee which conducted meetings on the topic over a six-month period. Experts from other states were consulted and existing collective bargaining agreements and permissive legislation were reviewed. The committee concluded that provision should be made for legislation to permit collective bargaining in the public sector of higher education and that the governance and administration situation in public higher education is sufficiently adequate to indicate the desirability of separate legislation for this sector as opposed to inclusion with other public employees in an "omnibus approach." Legislation reflecting the committee's recommendation was introduced during the past legislative session and was passed by the house, but was not enacted by the senate. It is anticipated that legislation on collective bargaining will be forthcoming during the next legislative session.

Faculty

A faculty activity and outcome survey, utilizing a survey instrument similar to the NCHEMS faculty activity analysis, has been conducted recently under the auspices of the faculty salary committee of the Council for Higher Education. All institutions of each public segment of higher education have provided inputs, and representative institutions in the private sector participated in the survey to provide a basis for comparison. The data is now being analyzed and a complete report will be issued by fall 1974.

MICHIGAN

State Department of Higher Education
Bureau of Higher Education
P.O. Box 420
Lansing, Michigan 48902
Robert Huxol, Associate Superintendent
James F. Weber, Director, Higher Education Management Services

Enrollment

For fall 1973, enrollment in all Michigan institutions of higher education reached 424,763 students, an increase of 4.6 per cent from the prior year.

Appropriations

State appropriations for operations at public colleges and universities, including community colleges, were $456,207,900, an increase of 10.9 per cent over 1972-73.

State Aid to Private

The legislature enacted into law a proposal by the State Board of Education to provide a program of grants to nonpublic institutions. The grants will provide $200 for associate degrees and $400 for each bachelor's and master's degree granted to a Michigan resident. Rules and operating procedures have been established for the Michigan Higher Education Facilities Authority which will provide loans to independent colleges for facilities construction and refinancing.

Governor's Commission

The governor's Commission on Higher Education, appointed last year, has issued an interim report recommending several changes in the governance structure of the universities and in the State Board of Education. These changes require amendment of the state constitution for implementation, an action not yet forthcoming.

Postsecondary Commission

The governor, in response to the U.S. Commission of Education, has designated the State Board of Education as the state planning commission under Section 1202 of the Education Amendments of 1972.

Facilities

In other actions the state Higher Education Facilities Commission has recommended grants of $540,628 for fiscal year 1973 and $496,965 for fiscal year 1974 for undergraduate equipment and closed-circuit television under the Higher Education Act of 1965 Title VI-A. Title VII-A grants, for facilities construction, will be distributed prior to June 30, based on receipt of an allotment of $1.9 million of 1973 federal funds.

MINNESOTA

Higher Education Coordinating Commission
550 Cedar Street, Suite 400
St. Paul, Minnesota 55101
Richard C. Hawk, Executive Director

The past year was a significant one for postsecondary education in Minnesota. The Higher Education Coordinating Commission implemented several significant new programs and improved the operation of many existing ones. Moreover, the commission devoted considerable attention to examining such critical issues as financing postsecondary education and changing enrollment patterns.

Student Loans

A new $29.4 million state student loan program, which makes loan funds available to virtually every Minnesota resident, was planned and implemented. It is financed by the sale of revenue bonds at no cost to the taxpayers of Minnesota. In addition, a program of loans to medical and osteopathy students who agree to practice in medically needy areas of Minnesota was developed and initiated.

Reciprocity

A new and expanded reciprocal tuition agreement with Wisconsin was implemented. Under this program, tied to a tax reciprocity program, Minnesota residents can attend public institutions in Wisconsin on the same tuition basis that Wisconsin residents attend these schools. The same applies to Wisconsin residents attending Minnesota institutions.

Student Aid

The commission began two other new financial aid programs—one providing assistance for foreign students and the other providing free higher education for dependents of Minnesota residents who have been designated prisoners of war or persons missing in action. The commission awarded some $8 million for the 1974-75 academic year to approximately 12,000 state residents under the Minnesota scholarship and grant-in-aid programs. This is the largest amount of financial assistance awarded to the largest number of state students ever under the programs. Also, a new state work-study program, which provides opportunity for students to meet part of their educational costs by working with a public service agency, was implemented.

Financing

A major conference involving participation of educational leaders, legislators and other interested parties was conducted in order to focus attention on critical issues in financing of postsecondary education and in order to bring the analyses and thoughts of experts throughout the nation to Minnesota. Another major issue studied was the changing enrollment patterns and their implications for future policy. Through its annual enrollment survey and through the publication of new comprehensive enrollment projections, *Projecting Institutional Enrollments, 1974-1990*, the commission began to gather and analyze the relevant data. A study, *Preliminary Report on Access and Guidelines for Establishing and Maintaining Institutions*, addressed this issue.

Enrollments

Budgeting

Significant developments occurred in other areas. A comprehensive budget review process was initiated and a budgeting system, which will yield comparable income and expenditure data for all types of postsecondary institutions and will permit expenditures to be related to program output, was developed. Regional needs were emphasized. The commission established and began operation of three experimental regional projects (at Rochester, Wadena and the Iron Range) aimed at improving the efficiency and effectiveness of postsecondary education in those areas. The commission also began planning a series of summer seminars to discuss concerns with citizens, community leaders and institutional officers in all regions of the state.

Regional Projects

Student Transfer

Educational Television

Off-campus Credit

Energy

Postsecondary Commission

Several major studies and projects were started. A major study on problems and policies relating to the transfer of students among institutions was initiated and significant aspects of the study are near completion. A major study of interinstitutional television, to be used as a basis for formulating future policies on interinstitutional television, was initiated. Moreover, a statewide committee was established to develop the full potential of educational technologies in postsecondary education. A plan for improved coordination of off-campus credit course offerings was adopted. An energy conservation task force met regularly to exchange ideas on the effects of and solutions to the energy situation. The commission's program review function was expanded to include noncollegiate institutions. And, under an executive order from the governor, the Minnesota Post-Secondary Education Planning Commission was established to fulfill responsibilities under Sections 1202 and 1203 of the Education Amendments of 1972.

MISSISSIPPI

Board of Trustees of State Institutions of Higher Learning
P.O. Box 2336
Jackson, Mississippi 39205
E. E. Thrash, Executive Secretary and Director

During the past year, several areas within the spectrum of public higher education in Mississippi emerged as areas where priorities were placed and where goals for the future were set.

Institutional Name Changes

Notable higher education legislation enacted by the 1974 session of the Mississippi legislature included an act changing the names of the five senior colleges to universities which are under the governance of the Board of Trustees. These institutions are: Alcorn State University (formerly Alcorn A. & M. College), Delta State University (formerly Delta State College), Jackson

State University (formerly Jackson State College), Mississippi University for Women (formerly Mississippi State College for Women) and Mississippi Valley State University (formerly Mississippi Valley State College).

The eight state-supported institutions evidenced the addition of new degree programs, as well as the expansion of many established academic programs. During the 1974 session of the legislature, a College of Veterinary Medicine was established at Mississippi State University. A dean has been appointed, a program curriculum is being set up and faculty members are being hired.

Veterinary Medicine

Architecture

Dentistry

Deans were appointed to head the School of Architecture and Environmental Design at Mississippi State University and the School of Dentistry at the University of Mississippi Medical Center, both of which were established in 1973. Faculties for both of these schools are being assembled.

New Degree Programs

At Jackson State University, a new school of Industrial and Technical Studies was established. New degree programs in technology for this school as well as programs for the College of Science and Technology at the University of Southern Mississippi were approved by the board. Baccalaureate degree programs in corrections, forensic science, hotel and restaurant management, library science, social work and leadership recreation were initiated. In addition, master's degree programs in biology, chemistry, computer science, mathematics, environmental science, history, linguistics, industrial arts, English, music education, political science, social work, community nursing, psychiatric nursing and nursing service administration and a doctoral program in musical arts were approved by the board at the various institutions.

Desegregation

Mississippi was one of 10 states directed by the Office for Civil Rights of the U.S. Department of Health, Education and Welfare to submit a new plan of compliance to Title VI of the Civil Rights Act of 1964. Formulated by a special biracial committee, appointed by the Board of Trustees, the initial recommendations made were submitted to the board which made final revisions in the plan of compliance. This plan was approved by the Department of Health, Education and Welfare as an acceptable component of the statewide plan which is yet to be finalized.

Program Approval Criteria

The Board of Trustees approved new criteria for use in determining approval of new degree programs at the eight universities. According to these criteria, the institution must submit its intent, in writing, to offer a new program at least 90 days prior to the date when it is to be placed on the board's agenda for approval. Factors such as financial resources, availability of competent faculty members to teach new programs, library resources, the uniqueness of the program as related to others at the state institutions, as well as student demand for the new program, must all be taken into consideration when planning to offer a new program.

Appropriations

Total budgeted revenue for the eight state-supported universities for the 1974-75 fiscal year is $78.4 million, an increase of 11.7 per cent over the 1973-74 figure of $70.2 million. Since 1968, general support legislative appropriations have grown from $22 million to $62 million, an increase of 182 per cent. Funds appropriated for capital construction by the 1974 legislature totaled a record $55.8 million for 1974. From 1966 to 1974, funds appropriated for capital construction at the institutions of higher learning totaled $126 million.

MISSOURI

Department of Higher Education
600 Clark Avenue
Jefferson City, Missouri 65101
Jack L. Cross, Commissioner

Government Reorganization

Effective July 1, 1974 the statutory Commission on Higher Education was replaced by a constitutional executive department, the Department of Higher Education. The new department is headed by a nine-member lay Coordinating Board for Higher Education, with a professional staff under the direction of a commissioner of higher education.

Expanded Functions of Coordinating Board

Whereas the commission had only recommendatory functions, the Coordinating Board has final approval over new certificate and degree programs and is assigned the responsibility to establish guidelines for admissions, student residency and student transfer. The board must approve the establishment of new institutions and campuses and may withhold funds, which it is charged to administer, for no compliance. The board's responsibilities apply to both public and private institutions. Public junior colleges, formerly assigned to the State Department of Education, are now assigned to the Department of Higher Education. The State Library System is also under the jurisdiction of the Coordinating Board.

Formula Budgeting

In 1973 the commission switched from a fall full-time enrollment basis to an academic credit-hour enrollment basis for computing instructional cost center budget recommendations. In 1974 the procedure is being further refined to collect credit hours by the Higher Education General Information Survey (HEGIS) taxonomical discipline areas and to develop differential cost weights by area in computing budget recommendations. Effort is also under way to develop formula-based budget recommendations for most noninstructional cost centers.

Cost Accounting

A system for crossing over institutional accounts to the program classification structure of National Center for Higher Education Management Systems (NCHEMS) has now been developed and is published in manual form. The realization of a uniform cost accounting system for both public and private institutions is, thus, at the point of attempt at implementation.

Academic Space Vacancy

An academic space vacancy study, funded by a comprehensive planning grant, was completed and published this past year. The study reveals, for all public and private senior institutions, the number of full-time students who could have been accommodated, by discipline and student level, during the 1972 fall term without additional personnel or facilities. The study found that Missouri had about 20,000 student vacancies (12,000 public and 8,000 private) and strengthened the earlier determination that no new general academic facilities are needed in the state through the seventies.

Enrollments

Student enrollments in Missouri for 1973-74 increased by 2.6 per cent over 1972-73. Public junior colleges continued to lead the way in enrollment growth. The most striking aspect of enrollments was an apparent turnaround in the decline of first-time college student enrollment. From a 10.8 per cent decline in fall 1972, first-time enrollments surged to a 15.8 per cent gain. However, whereas the 1972 loss was experienced by all segments, the 1973 gain was primarily a phenomenon of the metropolitan public junior colleges.

Student Aid

The Missouri student grant program provided $3.3 million to 7,489 students in 56 public and private institutions in Missouri in 1973-74. For 1974-75, the General Assembly has provided $3.4 million. The volume of applications increased from 9,500 in 1973-74 to 17,200 in 1974-75. The grants provide the least of $900, one-half of tuition or actual need for undergraduate study.

Appropriations

Appropriations from state general revenue funds for operating expenditures for state-supported junior and senior institutions increased from $173.5 million for 1973-74 to $189.8 million for 1974-75. This 9.4 per cent increase is compared to an 8.5 per cent increase for the previous year. Capital improvement appropriations for 1974-75 from revenue sharing funds amounted to $25.1 million, compared to $16.9 million for 1973-74 (including supplemental appropriations).

MONTANA

Board of Regents of Higher Education
1231 Eleventh Avenue
Helena, Montana 59601
Lawrence K. Pettit, Commissioner of Higher Education

Supplemental Appropriations

The new Montana constitution, which became effective July 1, 1973, requires annual sessions of the legislature, but budgeting and appropriations are still biennial. A state general fund surplus opened the door in the 1974 nonappropriations session to special emergency supplementals. A number of significant funding measures of benefit to the Montana University System were given approval. These included monies for civil rights compliance, emergency salary increases, library acquisitions, the establishment of an Indian culture master plan study, emergency student exchange program support payments and supplemental appropriations for the Washington/Alaska/Montana/Idaho (WAMI) and rural dentistry programs.

Collective Bargaining

Apart from appropriations measures, probably the most significant legislation was HB 1032 which authorized collective bargaining by professional faculty members. This legislation amended a public employee's collective bargaining act which had excluded college and university faculty. Recognition was given to the enhanced constitutional authority of the commissioner of higher education by his legislative designation as collective bargaining agent for the university and community colleges.

Educational Broadcasting

Educational broadcasting was initiated in the state with the passage of a senate bill which created the Educational Broadcasting Commission. A five-member commission of Montana citizens was appointed by the governor with the commissioner of higher education, superintendent of public instruction and director of the State Department of Administration as ex officio members. The commission was appropriated $300,000 by the legislature to supplement anticipated federal money to initiate educational television in Montana.

Work-study Program

The legislature also passed a bill which created a state work-study program in partial response to a continued decline in federal work-study appropriations. No funding was granted the program for fiscal year 1975, giving the Board of Regents time to develop comprehensive administrative procedures to be presented to the next legislature. In concept, the state work-study program is

designed to emphasize off-campus summer employment—the area most affected by declining federal support.

Postsecondary Commission

A bill creating a Commission on Federal Programs received legislative approval, and after commission members were appointed, the commission was designated by the governor as the "1202 Commission" to function as a postsecondary planning body in accordance with the requirements of the Education Amendments of 1972.

Other Legislative Actions

In other legislative action, a Board of Regents-sponsored bill to provide indemnification for public employees was passed by the legislature, statutory waivers of tuition for senior citizens and dependents of prisoners of war were signed into law and the Board of Regents was given additional power in statutory implementation of the new constitution. In total, more than 70 bills were considered during the second session of the legislature that had ramifications affecting the university system and community colleges.

Study Commission

After nearly a year of gathering information and preparing technical committee reports, the staff of the governor's Commission on Postsecondary Education delivered its recommendations to the commission in June. The commission was created for a special two-year study of all Montana postsecondary institutions and is charged with rendering a final report to the governor, the Board of Regents and the legislature by December 1974. The commission considered the staff recommendations in late June. After a series of hearings on the various proposals, commission recommendations will be finalized at an October meeting.

Enrollments

The six units of the Montana University System suffered a 1.1 per cent decline in net fall enrollments from 1972 to 1973. By comparison, Montana's three private colleges showed an increase of 4.1 per cent and the state's three community colleges had enrollment increases of 7.2 per cent. Total postsecondary enrollments in all public and private institutions in the state showed a 0.3 per cent increase.

New Policies:

1) Faculty Tenure

2) Presidential Review

3) Governance Responsibility

In exercising its new constitutional mandate to "supervise and coordinate, and manage and control" the university system, the Board of Regents adopted several significant policies having an effect upon the institutions. A policy was adopted which declared that for purposes of faculty tenure, the professional faculty contract shall be with the appropriate institution rather than with the system. The faculty contract form and rules and regulations regarding tenure and dismissal are presently being revised. A new Board of Regents policy was implemented which establishes a required performance review of each president within the university system on a periodic basis. Also enacted was a policy item relating to the division of governance responsibility between the board and local governing board of trustees of the three community colleges. Under this policy, regential authority extends to matters of curricular offerings, uniform budgetary procedures, the establishment of minimum entrance requirements and the acquisition of capital improvements requiring the expenditure of state funds.

NEVADA

University of Nevada System
450 Marsh Avenue
Reno, Nevada 89502
Neil D. Humphrey, Chancellor

Enrollment

During the past year, the University of Nevada System experienced an increase in full-time-equivalent (FTE) enrollment of 13.3 per cent compared with the year before. Total FTE enrollment for the fall semester was 13,370. The major portion of this increase is attributable to the system's rapidly growing Community College Division, which accounted for about 2,500 FTE enrollment in fall 1973, and whose enrollment is projected to exceed 7,000 by 1977. The system's fall 1973 head-count enrollment was 20,539.

Statewide Planning

Systemwide planning was a major concern in Nevada in 1973-74. A full-time director of program planning was appointed by the Board of Regents and was slated to begin work on July 1, 1974. His duties will include a review of existing programs and evaluation of new programs, as well as continued development of a comprehensive four-year plan, begun during 1973-74 by a part-time interim appointee.

Postsecondary Commission

A state postsecondary education (1202) commission was established. Governor Mike O'Callaghan appointed 11 members to make up the commission—the nine members of the University of Nevada Board of Regents and two additional members who are professional educators.

Capital Improvements

Priorities for capital improvements constituted another major area of concern in 1973-74. The burgeoning of the Community College Division has created a need for additional space, and the capital improvement program submitted to the regents included expanded facilities for both Clark County and Western Nevada Community Colleges.

Law School Study

A feasibility study for a proposed law school in Las Vegas is under way. Should this program be undertaken, a multimillion-dollar building would have to be constructed, a library assembled and faculty recruited. A decision by the Board of Regents is expected in late July 1974, and the proposal will be considered by the 1975 legislature.

Medical Education

The new (two-year) School of Medical Sciences at the University of Nevada, Reno, graduated its first class in June 1973, and all 32 of its charter class were successfully placed in accredited degree-granting medical schools throughout the United States. In June 1974, the school received accreditation for two more years.

Community Education

Two programs—one put into operation and one approved for implementation beginning in fall 1974—deserve mention. In keeping with the Community College Division's emphasis on life-long learning and community service, the past year saw the establishment of a Center for Community Education. Its director is responsible for coordinating statewide community education activities; developing a statewide plan; assisting program development efforts, especially in the rural areas; conducting workshops at the two universities and three community colleges; and seeking assistance of community leaders in establishing programs.

Doctorate in Education

At the university level, perhaps the most important new program approved during 1973-74 was the cooperative doctorate in education, undertaken

jointly by the university's campuses in Reno and Las Vegas. Under this program, applicants employed in public education or community colleges will be able to complete the doctorate while continuing their employment. The program is practitioner-oriented and essentially external in concept. It does provide for study at both the "home" institution, which may be either campus, and the "away" institution during three summer terms plus part-time work during the academic year.

NEW HAMPSHIRE

Postsecondary Education Commission
66 South Street
Concord, New Hampshire 03301
Arthur E. Jensen, Executive Director

Postsecondary Commission

By act of the legislature, the former Coordinating Board of Advanced Education and Accreditation and the New Hampshire Higher Education Facilities Commission have been combined in a new agency, the Postsecondary Education Commission, which has been designated as the "1202 Commission" for New Hampshire.

Student Aid

The legislature has set up an ad hoc committee to study educational opportunity grants for New Hampshire students.

Legal Education

The Franklin Pierce Law Center, established in 1973, has been approved for the granting of the law degree and has been given provisional approval by the American Bar Association.

Institutional Changes and Closings

Two institutions, Canaan College and Belknap College, closed in June 1974 and Concord College, a proprietary school, has been absorbed by Hesser College and has no longer an independent existence. Colby Junior College for Women has changed its name to Colby College-New Hampshire. Castle Secretarial School became Castle Junior College and has been approved to offer the associate in business science degree.

Intercollege Programs

The Kellogg Foundation has awarded $370,210 to the New Hampshire College and University Council to develop intercollege programs for cost savings, to improve intercollege and departmental cooperation, to upgrade management personnel and to eliminate statewide deficiencies in data collection.

NEW JERSEY

Board of Higher Education
225 West State Street
Trenton, New Jersey 08625
Ralph A. Dungan, Chancellor

Enrollment

After five years of substantial enrollment growth, New Jersey's public institutions of higher education appear to be entering a period of relatively moderate, though continuing, enrollment increases. The 2 per cent increase forecast for fiscal year 1974-75 contrasts with 9 per cent, 16 per cent, 18 per cent and 20 per cent in the preceding four years. This parallels the

nationwide pattern in higher education enrollments. The increase in enrollments was accompanied by a maintenance of the measured achievement level of entering freshmen. In fact according to the Scholastic Aptitude Test (SAT) scores of admitted freshmen, students admitted to four-year public colleges in New Jersey rank slightly higher than the average students entering college across the nation.

New Priorities

With the steady drop in enrollment growth comes a change in the priorities of public higher education. Emphasis is now being placed on assuring that all programs offered are of the highest possible quality and that financial barriers to higher education for low- and moderate-income students are eliminated.

Student Aid

The various scholarship and grant programs provided financial assistance valued in excess of $22 million to almost 32,000 New Jersey residents for the year ended June 30, 1973. In addition approximately 36,000 students received guaranteed student loans valued at more than $44 million. Thus, New Jersey continues to be in the top rank among the states with respect to the amount of financial aid it provides its college-bound residents. Most of the awards are used by students to attend colleges within the state, but some may be used at out-of-state institutions.

Facilities Planning

The Board of Higher Education adopted a document entitled *Facilities Planning Standards and Approval Procedures for New Jersey Public Colleges and Universities*, which was designed to assist institutions in developing and presenting proposals for new facilities. The manual describes approved procedures and contains space-planning standards to be followed in projecting capital needs and in developing specific project proposals. All facilities programming will take place within the context of the state master plan.

Master Planning

Master planning committees were active in 11 areas of study. The report of the marine science committee recommended a restructuring of the New Jersey Marine Sciences Consortium in order to enhance the quality of education and research at the individual public and private colleges and universities. The fine arts committee report is expected this summer and will recommend the establishment of three centers of excellence in the fine and performing arts.

New Professional Schools

Graduate and professional school opportunities were expanded in New Jersey by the creation of a school of architecture at the Newark College of Engineering, a school of applied psychology at Rutgers University in New Brunswick, a school of criminal justice at Rutgers, Newark and teaching hospitals for the College of Medicine and Dentistry's two medical schools. In addition an across-the-board evaluation of graduate programs at all the state colleges is being undertaken by the staff of the Department of Higher Education.

Graduate Programs Evaluation

Health Professions

Recommendations of the *Master Plan for Health Professions Education* were implemented on several fronts. A feasibility study for a South Jersey medical school-without-walls was undertaken. In Newark, a science high-school program has been established to encourage minorities to consider a career in the health professions. A program at Montclair State College prepares teachers in the health professions, which is unique in New Jersey and relatively rare nationally. A significant federal contract to the Department of Higher Education makes possible the development of a health manpower planning model in support of the master plan.

Veterinary Medicine

A bill is pending in the state legislature which, if enacted, will guarantee New Jersey the admission of 30 students a year to the University of Pennsylvania Veterinary Medical School. A lengthy study determined that such an arrangement would be less expensive and more advantageous than building a veterinary school in New Jersey.

Special Programs

A newly created Office of Special Programs oversees the operation of projects such as the Veterans Education Corps (VEC), a prison education program and a study of the problems of education for bilingual students. The VEC is a statewide outreach program designed to assist New Jersey veterans who wish to further their postsecondary education or training. Peer counselors have provided guidance and assistance to over 1,000 Vietnam-era veterans. A special prison education program has made it possible for some inmates to enroll in college courses. If a bill now pending in the legislature is passed, several pilot projects will be under way to provide adequate education and teacher training for the state's bilingual students, the majority of whom are Hispanic-speaking.

Affirmative Action

The Board of Higher Education passed a resolution requiring each public institution of higher education to establish and promulgate equal opportunity programs, including affirmative action, consistent with federal guidelines. Each institution has since submitted an affirmative action plan to the Department of Higher Education, and the department has completed its own program document which sets goals and a timetable for accomplishing them. Workshops for institutional affirmative action officers were held with representatives of the regional U.S. Office of Civil Rights present to provide guidance and assistance.

NEW MEXICO

Board of Educational Finance
Legislative-Executive Building, Suite 201
Santa Fe, New Mexico 87501
William R. McConnell, Executive Secretary

Enrollment

Enrollment in New Mexico's public and private institutions of higher education increased one per cent from fall 1973 to fall 1974. Total enrollment went from 35,363 full-time equivalent students to 35,780.

Fiscal Reporting

A project designed to produce fuller and more consistent fiscal reporting is nearing completion. Budget formats have been revised, a budget manual is being developed and end-of-the-year fiscal reports are being designed. All products of this project are consistent with the American Institute of Certified Public Accountants and utilize the National Center for Higher Education Management Systems' (NCHEMS) program structure and definition.

Energy Research

The 1974 legislature appropriated $2 million to the Board of Educational Finance to be used to fund energy research and development proposals from researchers at the public institutions of higher education.

Current Studies

The Board of Educational Finance, which is also the "1202 Commission" for New Mexico, has projects under way studying allied health education needs, educational needs of nontraditional students and the whole topic of student aid.

NEW YORK

Board of Regents, University of the State of New York
State Education Department
Albany, New York 12224
T. Edward Hollander, Deputy Commissioner for
Higher and Professional Education

Enrollments

During 1973-74, New York's public and private colleges and universities enrolled over 544,000 full-time degree-credit students, a 2.3 per cent increase over 1972-73. This increase reflects a 4.9 per cent increase at the State University of New York, a 2.4 per cent increase at the City University of New York and a 0.6 per cent decrease at the state's private colleges and universities. Full-time freshman enrollments increased by 1.1 per cent over 1972-73, paralleling the increase in the number of the state's high school graduates. The percentage of high school graduates going on to postsecondary education declined from 64.3 per cent in 1972 to 63.4 per cent in 1973. The decline resulted from a smaller percentage of high school graduates going to institutions outside New York, while a slightly higher percentage enrolled in New York institutions. For the second consecutive year, part-time degree-credit enrollments grew by 9 per cent or 28,000 students over 1972-73.

Appropriations

1) Public
2) Student Aid
3) Aid to Private

During the 1973-74 fiscal year, governmental expenditures for higher education in New York exceeded $1 billion for the first time. The appropriations for 1974-75 reflect a 15 per cent increase to $1.168 billion and serve to maintain higher education's share of total state appropriations at about 12 per cent. State-funded expenditures for public institutions will increase by $110 million, and student aid programs will receive a boost of $30 million. The appropriation for aid to private colleges is increased 15 per cent to nearly $57 million. Monies appropriated for operating aid to private medical and dental schools totaled $14.2 million, a 35 per cent increase, based upon $1,500 per lower-division student, $2,500 per upper-division student and $6,000 per additional student enrolled.

Student Assistance

In the spring of 1974, the legislature and the governor authorized the Tuition Assistance Program, increased state subsidies on guaranteed loans, altered the distribution plan for Regents College Scholarships to ensure a minimum number for each high school and established a Higher Education Services Corporation to administer most state sources of student financial aid. The Tuition Assistance Program (TAP) represents a major increase in the state grant program and will extend the existing scholar incentive program. Students who did not attend college prior to 1974-75 and who did not graduate from high school prior to January 1, 1974, will receive annual awards as high as $1,500 or tuition, whichever is less. The maximum award will be available for students with net taxable family incomes of $2,000 or less, and will be reduced as income rises with a minimum award of $100 going to students with taxable family incomes of $20,000. Students who were enrolled in college prior to 1974-75 or who graduated from high school before 1974 will receive maximum awards of $600, the amount under the old scholar incentive program. As the noncompetitive TAP grants are increased, the Regents College Scholarships will be reduced to a flat $250 from the previous maximum of $1,000 per year.

In addition, a law was enacted appropriating $1.7 million to subsidize (on a 4/7 basis) interest payments on loans payable by a student with an adjusted income of $30,000 or less and ineligible for federal government interest

payments. Hence the middle- as well as lower-income students derived considerable benefits from 1974 legislation. The legislative enactments and appropriations underscore New York's commitment to enable students to choose the programs that meet their needs, whether at public or private institutions, and not to have those choices dictated by financial considerations.

Postsecondary Commission

Governor Malcolm Wilson designated the Board of Regents as the postsecondary education commission for New York under the provisions of Section 1202 of the Education Amendments of 1972. Support for the designation of the Board of Regents was provided by organizations representing all sectors of higher education.

Doctoral Programs

Growing out of the Fleming Commission report, *Meeting the Needs of Doctoral Education*, the department began in the fall of 1973 the review of doctoral programs in the state with the evaluation of the 12 history and 17 chemistry programs. The institutions involved supplied the department with information for the out-of-state consultants to use on site visits. All reports and other appropriate information were given to a special rating committee in each discipline. As of June 1974, the formal recommendations of the chemistry committee have been submitted to the commissioner of education and to the Doctoral Council. The report from the history rating committee is expected in the fall. The doctoral project will review the 17 physics, 6 astronomy and 12 English programs in the coming year.

External Degrees

In 1972-73, the University of the State of New York awarded the first earned degrees in its own name in its 188-year history. These degrees were granted to the first graduates of the Regents External Degree Program leading to the associate in arts degree. By mid-1974, the regents had awarded 1,225 such degrees to external students from 49 states and around the world. While the majority of the graduates had earned at least some credit on college campuses, 212 did not attend college at all. They received degrees based on some combination of examinations and military service school experience. The regents now offer the following external degrees: bachelor of arts, bachelor of science, bachelor of science in business administration, associate in science and associate in applied science in nursing. Over 6,000 students are currently enrolled in the Regents External Degree Program.

Credit Bank

During 1974 the regents established an evaluation and transcript service known as a "Credit Bank." The Regents Credit Bank will evaluate scores earned on proficiency examinations, military service school courses and courses taken in residence or by correspondence from accredited institutions. The evaluations will be based on the academic standards and policies established by the faculty of the Regents External Degree Program, and the results will be recorded on the official transcript of the University of the State of New York and forwarded to any person, agency or institution upon request of the Credit Bank member. The Credit Bank, open to residents and nonresidents alike, is designed for persons not enrolled in the external degree program, since these services are already provided to students pursuing an external degree.

Competence-based Teacher Education

In an effort to keep the regents apprised of problems and their possible solutions in competence-based teacher education, the department continued to support 13 trial projects in their efforts to develop and implement competence-based programs. Several programs have received approval to begin offering competence-based programs, and all 80 higher education institutions that prepare elementary or special education teachers must

submit program proposals by February 1, 1975, that describe the goals of the program, the specific skills, knowledge and attitudes expected and the procedures for their measurement and the program evaluation and revision systems. In subsequent years, programs in administration, secondary subjects, pupil personnel services and special subjects (art, music, etc.) will be converted to a competence-base.

New Task Force

Public Accountancy

In the professions there were two very significant developments. Early in 1973, the Regents Task Force on Medical School Enrollment and Physical Manpower Distribution was created and began its deliberations. In early 1974, the regents approved the first professional school of public accountancy in New York at the C. W. Post Center of Long Island University.

NORTH DAKOTA

Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58501
Kenneth E. Raschke, Commissioner

The legislature in North Dakota meets biennially, in the odd numbered years. Thus the 1974 report will not deal with legislation except to the extent 1973 legislation is being implemented.

Medical Education

One of the major concerns this year has been completion of contracts with the University of Minnesota Medical School and the Rochester (Minnesota) Medical Center for the acceptance of third-year medical students from North Dakota. These two medical centers have agreed to accept a fixed number of graduates per year from the former two-year medical school at the University of North Dakota in Grand Forks. These students will return to the state for the fourth year of training in those areas having adequate medical personnel, patient loads, laboratory, hospital and related facilities available to provide complete and professionally accreditable training. This was one of several alternatives proposed by an out-of-state consulting firm engaged to study the medical needs of North Dakota. The 2-1-1 program was funded by the legislature with the understanding that it would be reviewed after five years to determine whether it was accomplishing the purpose for which it was established. That purpose was two-fold: to make more doctors available to the residents of this state and to increase the opportunities of North Dakotans to enter the medical profession. The effect of this program is to convert North Dakota's two-year medical school to a four-year school.

Health Area Study

Also being studied in the health area are the needs and supply of veterinarians, dentists and optometrists. The study thus far points out a need for greater numbers of doctors in these specialties as well as a better distribution. At present the number of graduates is not keeping pace with those leaving these professions each year through retirement, death or acceptance of administrative and teaching positions. Because the Board of Higher Education and the legislature are convinced that the cost of establishing professional schools in these specialties cannot be justified, accelerated efforts are being made for spaces in out-of-state schools for the training of qualified residents of the state. Incentives such as subsidizing part of the students' cost of obtaining this training are being considered in an attempt to induce a higher percentage of the graduates to return to North Dakota to practice for prescribed periods of time. Once they have returned

to the state to fulfill the forgiveness requirements of the particular program in which they specialized, the chances they will continue to practice here is much improved.

Veterinary Medicine

This has proven true in the case of veterinary medicine where the state has contracted with a number of states for spaces for North Dakota residents. The per-student contract payments to the out-of-state schools apply to the space reserved, as well as the waiver of the nonresident portion of the fees. The latter amount becomes the principal of a note signed each year which becomes payable upon graduation unless the student returns to North Dakota and practices for a period of two years. After completing two years of practice in the state, the notes are canceled and returned.

Student Aid

As a result of 1973 legislation a student financial assistance program was established. It provides grants to assist undergraduate students having graduated from North Dakota high schools who are attending qualified institutions of postsecondary education within the state. The student must be in substantial need of financial assistance. This program is administered by the State Board of Higher Education whose powers and duties under this program are:

1. To administer the North Dakota student financial assistance program and to adopt functional rules and regulations regarding the eligibility and selection of grant recipients.

2. To determine the amount of individual grants, but not to exceed $500 per recipient per academic year.

3. To establish criteria for substantial need based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses.

4. To establish the appropriate procedures for fiscal control, fund accounting and necessary reports.

5. To determine the organization of the program, hire a director and staff and do such other things as may be necessary and incidental in the administration of the program.

6. To apply for, receive, expend and administer funds from federal or private sources.

An advisory board is provided for in the law to work with the director of this agency and to act as a liaison between the administrative agency and the participating institutions of secondary education.

Centralized Computer System

A number of years ago a study was made by an outside firm retained by the legislature to review the then existing computer capability in the state. This review was to be followed by recommendations for coordinating and controlling future acquisitions of computer equipment. The result was a recommendation that a statewide computer center be located in the State Highway Department building located on the grounds adjacent to the State Capitol. This center was to serve all state departments, agencies and institutions, except the institutions of higher learning comprising the state system and under the jurisdiction of the Board of Higher Education. The primary reason for this was that a number of the institutions had varying amounts of computer capability on their campuses, most of which was devoted to instruction and to research. Since that time the board has sought funding from the state treasury to establish a coordinated centralized system

for the institutions under its control. Funds were appropriated by the 1973 legislature for partial implementation of the system, and additional funds will be requested from the 1975 legislature.

Reciprocity

Negotiations with neighboring Minnesota for the remission of nonresident tuition, and thus a more unrestricted flow of students across state lines, are still under way. Committees composed of legislators and members and staff of statewide boards have met intermittently over recent years. While there is much interest and agreement on the benefits to be derived from such a reciprocal arrangement, the method of compensating one state for the excess number of students from the other has not been resolved. The delay is largely due to the impact this remission of nonresident tuition would have on the legislative budgets where a reduction of estimated income has the effect of increasing the amount requested from the state treasury.

Tenure and Due Process

As is true of a number of governing and coordinating boards these days, the policies on tenure and due process appear to be in various stages of revision. This is true in North Dakota where numerous meetings have been held by institutional governing board members and central office staffs, in an effort to produce a policy less subject to varying interpretations. This applies especially to the portion dealing with due process. Hopefully a revised policy will be adopted by the board in early fall 1974.

Formula Budgeting

Perhaps the most time-consuming endeavor of the board members and staff has been that of revising the formula to be used for building the 1975-77 biennial budget. While progress has been made in this regard, the proposed revision has too many significant administrative and executive hurdles to overcome to be commented upon in detail at this time.

OHIO

Board of Regents
88 East Broad Street, Suite 770
Columbus, Ohio 43215
James A. Norton, Chancellor

Task Force on Higher Education

Early in 1973, the governor, noting many of the changes which were taking place in higher education, recommended the establishment of a citizens' task force to examine some of the problems faced by higher education. The legislature agreed, appropriating funds for the work of the task force and its staff, and in August 1973 the Board of Regents convened the first session of the 32-member task force. The task force, by legislative mandate, was to examine the relationship between public and private institutions, the relationship between two- and four-year higher education programs, the problem of meeting state and society manpower needs and the future of the Ohio Board of Regents. The task force, which included legislators, people affiliated with postsecondary education system throughout Ohio and a number of citizens with an interest in higher education, made a final report of its findings and recommendations on May 1, 1974. Calling the report "an agenda rather than a finished project," the task force underscored three paramount objectives: equal access to higher learning for all Ohioans, lifelong learning opportunities for all ages and emphasis on excellence through planning and adequate financing. The task force also reaffirmed the regents' role as a coordinating and planning agency while advocating that the state also maintain its present system of an individual board of trustees for

each institution. Work is now continuing by the task force members and the higher education community to implement the recommendations. Copies of the report are available from the Board of Regents office.

Formula Budgeting

The Board of Regents has undertaken a thorough review of its formula budgeting system. A principal statutory assignment given to the regents is the development of a statewide budgetary recommendation for higher education activities. Ohio developed an enrollment-driven formula approach in the mid-1960s to carry out this responsibility. During the period of enrollment stability (and decline for a few institutions) which characterizes higher education in the mid-1970s, an evaluation of this budgetary approach was in order. A committee of 20 institutional representatives was formed to seek advice on needed revision. Prior to the period of consultation, the president of each institution was asked to identify the issues which should be considered, and a study outline was then prepared by the regents' staff which identified the various steps for a complete and systematic review and included basic factual data and other background materials. Following the period of consultation, a summary paper was prepared which will guide the regents' staff in the development of budgetary recommendations for the 1975-77 period and future periods. The recommendations of the consultants included a reaffirmation of enrollments as the primary basis for formula budgeting at the state level and for purposes of distribution of state support.

Task Force on Health Care

In fiscal year 1974, the governor's task force on health care finished its report and made several recommendations that reemphasize the close ties between medical education and medical care. This acknowledgement, along with the establishment of two new medical schools, has shown the increasing importance of planning health education programs to meet the needs of the citizens of the state. Toward this end there have been several developments under way in relation to medical and health education.

Medical Education

The 1974 fiscal appropriation for the Board of Regents included authorization to establish the position of vice chancellor for health affairs. Responsibilities of this position will include: (1) overseeing the planning and the legislative appropriations provided for four existing medical schools, (2) working with two new medical programs and (3) developing and coordinating other health-related educational programs throughout the state college and university system.

Continuing Health Care Education

Continuing education for health practitioners to maintain and expand clinical knowledge and skills is important to improve the quality of health care delivered in Ohio. A major objective of the Board of Regents is to develop continuing education programs in all fields so that any citizen may continue to learn throughout his lifetime. Continuing education for health practitioners is an essential element of this objective, since it affects not simply practitioners but ultimately the health and well-being of their patients. To meet the needs for continuing education, the board has convened an ad hoc advisory committee composed of representatives of health-sciences education institutions and professional societies in Ohio. It will be the purpose of the committee to devise a set of programs for continuing education. Work is also currently under way in the areas of regional graduate programs and teaching hospital subsidies.

State Aid To Private

During the latter portion of the fiscal year, the Board of Regents has been receiving proposals for the use of $1 million appropriated for fiscal year 1975 for contracts for services. The $1 million will be allocated for contracts with private institutions to provide courses of study not available on public

campuses. The board expects to use the money primarily to expand cooperation between public and private institutions, including the use of regional consortia as a contracting agent. It is also expected that the contracts for services will give the board and institutions in regional areas of the state an opportunity to share and develop their resources with state assistance.

Data Base for Private Colleges

The Board of Regents has invited private colleges in Ohio to join in the Uniform Information System (UIS). UIS is an extensive data collection and analysis system developed by the board in 1966. All public higher education institutions have been participating. Private college presidents have expressed a desire for the development of a common data base for the private colleges and the ability to compare certain of their operations with their public counterparts. Full implementation of UIS will fulfill these objectives.

Effective College Teaching

In February 1974, the Board of Regents sponsored a conference on promoting effective teaching at the college level at Bowling Green State University. The conference was planned by an advisory group of faculty and administrators, representing public and private universities, colleges and two-year campuses, who had interest in effective teaching at their own campuses. The conference attracted 234 individuals representing 63 institutions for all of the higher education community in Ohio and represents a first effort to bring the system of higher education together to work on a specific problem.

Continuing Education

Over the past year interest on the part of the regents in the area of continuing education and extended learning has increased substantially. This evolves, in part, from the proposal on a statewide program for offering an external degree presented by Ohio University which conducted a two-year study and pilot project on external learning. It also evolves from the recommendations by the citizens' task force on higher education, which urged the regents to subsidize noncredit courses and off-campus credit and noncredit courses and to develop an external learning program through existing institutions. Currently, a statewide survey is being conducted to determine the present scope of continuing education and extended learning programs and to provide information for state subsidy requests. Also, consideration is being given to regional coordination of these programs and the need for increased flexibility in providing learning options.

Management Improvement

The cooperative effort between the Board of Regents and the state-assisted colleges and universities to improve management practices has culminated for the five original areas—institutional planning, program budgeting, personnel management, student registration and class scheduling, and computer usage—in the publication of manuals of best practices. Emphasis will now be placed on the implementation of the practices outlined in these manuals. Two new areas have also been added to the program. They are residence and dining hall management and financial management.

Postsecondary Commission

In April of this year the governor requested that the U.S. commissioner of education designate the Board of Regents as the "1202 Commission" for the state of Ohio. He proposed that representation of various groups be achieved through appointment by the board of a special advisory council of 16 members. This designation was approved by the commissioner.

Public Support

A special survey commissioned by the citizens' task force to measure citizen knowledge and attitudes towards postsecondary education in Ohio indicated that most Ohioans have a keen interest and concern about the future of

higher education in the state. The survey showed citizens favor increased financial aid for colleges but want it channeled to the students rather than the institutions and that they also prefer repayable student loans rather than scholarships. Those surveyed gave quality teaching, preparing a student for a job, research and its application and broadening a student's general knowledge as the most important goals of higher education.

Public/Private College

After a two-year study, the Board of Regents approved the establishment of a public two-year community college within the framework of a four-year private liberal arts college, Rio Grande College in Jackson. This state-private sector agreement is a first in the nation and will utilize Rio Grande's teaching staff and building. The community college will be funded partially by a one-mill tax levy approved by citizens in a four-county service area and partially by the state.

OKLAHOMA

State Regents for Higher Education
118 State Capitol Building
Oklahoma City, Oklahoma 73105
E. T. Dunlap, Chancellor

Growth and Progress

The Oklahoma State System of Higher Education accepted the challenge in 1973-74 to begin to seek out new higher education clientele during this leveling-off period of traditional student enrollments and at the same time laid the groundwork to improve the efficiency and effectiveness of higher education in Oklahoma.

Enrollment

Student enrollment in the public sector of Oklahoma higher education has increased by 93.0 per cent over the last 10 years, with a total of 105,490 in the 1973 fall semester. During the same period, enrollments in Oklahoma private colleges and universities increased from 12,755 to 19,339, a 51.6 per cent increase. In all higher education enrollments increased from 67,420 in 1963 to a total of 124,829 in 1973, or 85.2 per cent. About two-thirds of Oklahoma's high school graduates go on to college, as compared with the national average of about 60 per cent. In the spring of 1973, Oklahoma high schools graduated a total of 37,291 seniors, and in the fall semester of 1973, Oklahoma colleges and universities enrolled 25,739 first-time freshman, a number equal to 69.0 per cent of the spring high school graduates. Oklahoma thus remains near the top college-going rate among the 50 states.

Degrees Conferred

One of the most significant developments in degrees conferred at the undergraduate level over the past decade continues to be the shift in the number of degrees conferred by the state four-year colleges as compared with the state universities. A decade ago the state universities produced almost three-fifths of the bachelor's and first professional degrees conferred in the state system, but in 1972-73, the state four-year colleges granted more than one-half of the bachelor's and first professional degrees conferred in the state system. Total bachelor's and first professional degrees conferred by both public and private institutions of higher learning in Oklahoma increased 93.0 per cent during the decade. Total master's degrees produced by all institutions, both public and private, increased from 1,492 in 1962-63 to a total of 3,300 in 1972-73, a percentage increase of 121.2, and total doctorates increased from 162 to 448, or 176.5 per cent over the past decade.

Osteopathic Medicine

The nation's newest college of osteopathic medicine became operational during the 1973-74 academic year with the establishment of the College of Osteopathic Medicine and Surgery in Tulsa. The college was created by the 1972 Oklahoma legislature, and the 1973 Oklahoma legislature acted to appropriate funds for planning and initial establishment. The new institution accepted the first class of 36 students in the spring of 1974, and first-year classes will begin with the 1974 fall semester. The institution will function in interim facilities pending the selection of a site and the construction of permanent quarters. The new institution is operated by the State Regents for Higher Education.

New Medical Branch

Also to become operational in 1974 is the new Tulsa Clinical Branch program of the University of Oklahoma College of Medicine. This new program will eventually provide third- and fourth-year clinical training in Tulsa for medical students who have completed their first two years at the University of Oklahoma Health Sciences Center in Oklahoma City. The Tulsa Clinical Branch will accept 20 students into the program at the third-year level in the summer of 1974.

Occupational Education

The rising cost of higher education, coupled with an increased demand for new kinds of occupational programs and the reluctancy of some educators to discontinue programs of lesser student and manpower demand, have effectively raised questions regarding efficiency of allocations to institutions for programs. Consequently, an evaluation and inventory of technical-occupational education was conducted by the regents in the fall of 1973.

Appropriations

For the 26 colleges and universities, eight other constituent agencies and other special programs in the State System of Higher Education, there was allocated $139,235,303 for educational and general operating budgets for the fiscal year 1973-74. This represents an approximate 9.5 per cent increase over 1972-73 to serve an increase in full-time equivalent student enrollment of 1.2 per cent, support new programs and meet price increases. The 1974 legislature made an appropriation to the regents for the State System of Higher Education for 1974-75, and the regents subsequently allocated funds to the institutions of the state. The total budget for the state system is $159,837,123, which is an 11.8 per cent increase over the previous year's budget.

Budgeting Procedures

During the year 1973-74, the State Regents for Higher Education made an historic move in determining operating budget needs on the basis of educational programs for all colleges and universities in the state system for the fiscal year 1974-75. The new procedure relates need for funds directly to educational programs in operation at each institution, permits comparison of educational dollar-cost with educational program production, and provides educational management data valuable both at the campus level and at the state coordinating level.

Corrections and Law Enforcement

In keeping with the regents' efforts to involve those previously excluded from higher education, criminal justice personnel and inmates now have an opportunity to begin or continue their education via the televised instruction system. A statewide corrections curriculum has been developed (and a statewide law enforcement curriculum is being developed) that enables students from across the state to take specialization courses taught by outstanding professors and which has eliminated the need for all institutions to offer those specialization courses. Thus such programs are more effective and more efficient.

Cooperative Credit Programs

In March 1974, the State Regents for Higher Education approved a plan for three cooperating colleges to offer higher education courses for residence credit in Ardmore, Oklahoma, under regents' supervision. The participating colleges are Murray State College, East Central State College and Southeastern State College. The plan proposes to provide higher education opportunity for adults and employed persons in the immediate area who otherwise could not attend college. First classes were offered in the 1974 summer term, with 11 courses available and some 150 persons enrolled.

Educational Television

The Oklahoma Higher Education Televised Instruction System, more commonly known as "Talkback Television," continued to expand its services to citizens of the state in terms of additional locations and number of people served in the past year. There were a total of 2,037 students served by televised instruction credit courses during the spring semester of 1974. This was an increase of 231 over fall 1973. Additional locations have been or will be added to the system to bring the total receiving sites in the state to 43. Additional programming has been provided for inmates of the state's correctional facilities, and special seminars and workshops have been offered systemwide in basic areas of community concern. It is anticipated that the projected growth and usage of the Talkback Television System will further enhance the delivery of educational opportunities to the people in the state of Oklahoma.

Student Aid

The Guaranteed Student Loan Program, which became operational in 1966, has guaranteed about 34,500 loans in excess of $27.5 million. This program involves a unique partnership of state and federal government with private lending institutions to provide low-cost loans to students. The program has become an integral part of the financial aids package for Oklahoma students desiring to further their education. The 1972 Oklahoma legislature enacted Senate Bill 618 providing for the Oklahoma Student Loan Program. The purpose of this program is to provide loans to students as may be needed to help pay the cost of their education. The program supplements the Guaranteed Student Loan Program and provides a lending source to eligible students who may not otherwise be able to identify a lender. The State Regents for Higher Education serve as the fiscal agent for the administration of the new program.

PENNSYLVANIA

State Department of Education
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Jerome M. Ziegler, Commissioner for Higher Education

Interinstitutional Cooperation

The past 12 months in Pennsylvania higher education have been distinguished by substantially increased interinstitutional cooperation and coordination, both within and among segments. In a state characterized by a well-developed public sector and a vigorous—and numerous—private sector, this development is particularly significant.

1) Regional Councils

During 1973-74, regional councils were established to foster planning and coordination among neighboring postsecondary institutions in eight geographic regions of the state. Representation is at the presidential level, and although the councils do not have power of program approval, they do provide a forum for regional consultation with respect to curricula, as well as

other interinstitutional concerns. Impetus for development of the councils was provided by the State Board of Education and the Office of Higher Education.

2) Common Financing Proposal

Also an outgrowth of increased cooperation among institutions was the publication of a *Comprehensive Proposal for Financing Higher Education in Pennsylvania* by the Pennsylvania Association of Colleges and Universities (PACU), a voluntary organization with membership including institutions from all segments of public and private higher education, except the proprietary schools. This series of proposals marks the first time in any state that community colleges, state colleges, state universities and private colleges and universities have agreed on a common program for financing. On behalf of its 117 members, the PACU report advocates: (1) that tuitions in the public institutions in the state not be raised above their present levels; (2) that a system of contracts be established to provide direct assistance to independent institutions in accord with defined public needs not met in the public sector; (3) that the state subsidy of $400 per full-time equivalent student for annual operating expenses of the community colleges be raised; and (4) that maximum yearly state grant-in-aid to a full-time student be raised to $2,000. The most controversial of the proposals provides that the state finance a supplemental institutional assistance grant in the amount of $600 for each student receiving a state scholarship who enrolls at an independent institution. The PACU has developed legislation based on its proposals, and several of these bills are receiving the favorable attention of the legislature. At the same time, the Office of Higher Education is undertaking a study of the financing of *all* higher education in the state, with a view to assessing, insofar as possible, the impacts of a variety of financing alternatives, among them the proposals advanced by the PACU.

3) Student Transfer

Further to intersegmental cooperation, an articulation agreement between the 14 state-owned four-year colleges and the 14 community colleges provides for equitable treatment of community college transfer students. Specificaily, the agreement provides that a transfer student who has completed a two-year degree program will normally receive the baccalaureate degree in two additional years, that preference for admission will be granted to holders of community college degrees, and that a "D" grade from the junior institution will be treated by the senior institution just as the senior institution treats the "D" grades of its own students.

Institutional Planning

1973-74 also saw an intensive institutional planning program initiated on the campuses of the 14 state-owned colleges. The purpose of the planning was to redefine the mission of each institution and of the segment as a whole, which has evolved over the past five years from a group of primarily teacher-training institutions to a loose system of multipurpose undergraduate liberal-arts colleges with proliferating and often overlapping programs. A planning commission on each campus prepared a "concept document" outlining major curricular directions for its institution for the next decade or more. The Office of Higher Education reviewed these documents, suggesting to each institution those new curricular areas which might be further developed to the greatest advantage of the system as a whole. The colleges were also advised at the state level by a State College Planning Commission, composed of four state college presidents, four members of the state college faculty union and four staff members from the Office of Higher Education. Following analysis of the concept documents, each institution prepared a two-year action plan, which will be revised yearly to provide for continuous advance planning with respect to both curriculum and budget.

Redefinement of State Colleges Mission

Over the past 12 months, three new missions for the system emerged, as expressed in plans to develop strong curricular emphases in a large variety of human and social services, in business and in a variety of technologies. The colleges will also continue to expand their educational services to adults and are committed to provide, together with other institutions in their regions, the resources for lifelong education. The colleges will remain primarily undergraduate in nature and although a broad spectrum of programs will continue to be available at each campus, including a basic curriculum of general education courses, major new curricular programs will be developed on the principle of complementarity, whereby the four or five colleges within the eastern, western and central parts of the state respectively will complement one another in their offerings. Integral to implementation of the redefined mission of the state college segment will be implementation of the *Revised Plan for Desegregation of the State Colleges and University*. This plan, developed on a systemwide basis in response to a judicial order, mandates new student services and assures parity in the educational programs of the 14 institutions, thus enhancing equality of educational opportunity by strengthening each individual institution and the system as a whole as well.

Separate State College Board

Concurrent with completion of the redefinition of mission in late spring 1974, a bill was introduced into the legislature providing for the establishment of a separate agency to administer the state colleges, which are presently administered by the Office of Higher Education. This proposed legislation, supported by the Office of Higher Education, will give greater independence to the state college segment, thus placing it on a more equitable footing with respect to the two other publicly supported segments of higher education—the community colleges and the state-related universities.

Nontraditional "Open College"

Another bill presently before the legislature and strongly endorsed by the Office of Higher Education, as well as the State Board of Education, would create the Pennsylvania Open College, which would offer nontraditional postsecondary education opportunities to adults. A primary function of the Open College would be to establish counseling centers where the previous work and study of adult students could be evaluated for academic credit and where they would be counseled in a variety of other ways to assist them in entry or re-entry into the educational mainstream. Although the Open College would be empowered to offer instruction and grant degrees, it would not do so unless established programs and institutions were unable or unwilling to provide the necessary services. A consortium of cooperating institutions is presently being developed.

Prison Education

On July 1, 1974, the Office of Higher Education assumed from the Bureau of Corrections responsibility for the education of prisoners in the eight state correctional institutions. The office is presently encouraging participation of colleges and universities to expand opportunities for postsecondary study for inmates, these opportunities having previously been relatively insignificant, and is working with the Office of Basic Education to enhance the quality of basic education offerings.

Postsecondary Commission

Following its designation by the governor, the Pennsylvania "1202 Commission" was expanded to include representatives of all segments of higher education, vocational-technical education, faculty and students, as well as members of the State Board of Education. The commission will sit in an advisory capacity to the board and will make recommendations with respect to planning, coordination and rational development of Pennsylvania post-

secondary education. The commission will have its first meeting in September.

Task Forces
1) Field Experience
2) Two-year Programs
3) Health Education
4) Faculty Training

The Office of Higher Education has initiated several important studies in consultation with colleagues in the field over the past year. A task force which has evaluated the extent, impact and curricular implications of field experience in the state's higher education will make its report this summer. A task force studying the availability and accessibility of two-year programs will make its report, together with recommendations, in September. A governor's task force on health education has been appointed and its recommendations are expected in about a year. The Office of Higher Education has also sought ways to foster institutional interest in the enhancement of college teaching and the retraining of faculty. Several exploratory conversations have been held on state college campuses, and the University of Pennsylvania, in cooperation with the office, sponsored a conference on undergraduate education in March, which addressed faculty needs as well as curricular issues.

Equal Education Opportunity

The provision of equal education opportunity, whether for minority groups, adults, veterans or women, has been and continues to be the single most important priority of the Office of Higher Education. The State Board of Education has passed a resolution endorsing equal education opportunity and has requested that regulations be developed which will provide for submission of affirmative action data from public and private institutions and the implementation of affirmative action procedures to the full extent of the law. The implementation of this policy, together with continuing emphasis on the rational development of postsecondary education, will be the primary concerns in Pennsylvania higher education during the coming year.

SOUTH CAROLINA

Commission on Higher Education
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Howard R. Boozer, Executive Director

Postsecondary Commission

The governor responded positively to the invitation of the U.S. commissioner of education to establish the state commission under Section 1202 of the Education Amendments 1972. The Commission on Higher Education will be augmented and with the augmented membership, designated the "1202 Commission." The executive director and staff of the Commission on Higher Education will support the 1202 Commission, which will have responsibility only for comprehensive planning.

Merger of Facilities Commission

Legislation enacted by the General Assembly in April 1974 designates the Commission on Higher Education as the state commission for such administrative or other purposes required under the Higher Education Act of 1965, effective July 1, 1974. One result of this legislation is the discontinuance of the Higher Education Facilities Commission which had functioned as an autonomous agency since 1964. Its functions and responsibilities will be assumed by the Commission on Higher Education, and its executive director will become a staff member of the Commission on Higher Education.

State Aid To Private

The tuition grants program, fully funded for the first time in 1973-74, provided grants totaling $3.93 million to 3,173 state residents attending any of 20 eligible nonpublic colleges within the state. A total of 1,836 freshmen received grants valued at $2.2 million, and awards, valued at $1.72 million, were made to upperclassmen. For 1974-75, the Tuition Grants Committee, which administers the program under the 1970 enabling legislation, requested $8 million to expand the program. Although the appropriations act for 1974-75 has not been adopted, both house and senate versions of the money bill contain about $6 million for this program for the coming year.

Health Education

In August 1973, the Commission on Higher Education, having been authorized by the General Assembly to do so, named the University of South Carolina as its "designee" to apply (under Public Law 92-541) for funds from the Veterans Administration for operation of a new medical school, provided the university was able to demonstrate that two principal criteria could be met:

1) New Medical School

1. No state outlays for capital construction of any kind would be incurred for at least the first 10 years.

2. "Nonstate" funding of at least 52 per cent of the operating costs of the proposed new school could be assured, also for at least 10 years. The percentage figure was quoted by the University of South Carolina in legislative testimony earlier in the year.

Following submission of the university's proposal to the Veterans Administration, the commission reviewed the university's proposal and notified the General Assembly in April that the two principal criteria it had established as prerequisite to its approval appeared to have been met. A controversial item of $391,000 in the university's appropriations request for 1974-75, to provide the state portion of the first year's operating costs of the proposed school, passed by a two-to-one majority in the house and unanimously in the Senate Finance Committee. Final approval by the senate, still debating the money bill at this writing, is anticipated, particularly since the Veterans Administration has approved the application subject to favorable action by the General Assembly. The long-standing controversy over the establishment of the state's second medical school—the Medical University of South Carolina, also public and founded in 1824—thus appeared to be near an end.

2) Public Health

3) Graduate Medical School

In a related action, the commission approved, for 1974-75, the University of South Carolina's proposal to establish a graduate school of public health, but rejected at the same time the university's proposal to establish a graduate school of medicine, pending a decision on the medical school controversy.

4) Nursing

Late in the year, the Commission on Higher Education approved a proposal from Clemson University to establish a new program leading to the master of science in family health nursing, with emphasis on health maintenance, especially for rural areas. The graduate nursing program became the second to be placed in operation within the state in the past four years, the University of South Carolina having inaugurated a master's degree program for nurses in 1971.

5) Health Education Authority

Following a suggestion contained in the 1973 report of a legislative committee to study the total health care delivery system, the commission acted to establish a Health Education Authority. It is expected that this group will, among other things be asked to review and make recommendations to the commission on all future program proposals from public postsecondary institutions which bear on health-related areas.

Formula Budgeting

Last fall the commission received and reviewed 1974-75 appropriation requests aggregating $140.7 million from the public colleges and universities. In line with the 1973 General Assembly's mandate, the commission's review placed primary emphasis on appropriation requests as computed by formula. An appropriation formula has been under joint development by the institutions and the commission for over three years. The 1974-75 version of the formula, adopted by the commission last August, is considered to be another major step in the direction of increased objectivity and interinstitutional equity in determining appropriations for institutions of higher education.

Appropriations

Following extensive reviews, the commission recommended to the State Budget and Control Board and to the General Assembly appropriations totaling $130.4 million. Although the 1974-75 general appropriation bill has not yet completed its passage through the legislature, so far both the Budget and Control Board and the General Assembly have generally endorsed the commission's recommendations for each institution.

Management Information System

The Commission on Higher Education and the public colleges and universities began the development of a management information system (M.I.S.) in 1969, based on uniform data concerning faculty and staff, students, courses, facilities and finance. This system became operative on a manual basis in 1970. Although it was known from the beginning that computerization of the system at both institutional and commission levels was desirable, it was not until August 1973 that the commission was in a position to support the institutions in this endeavor, at which time the commission filled the previously established position of director of M.I.S. computerization. A three-phase procedure and timetable for implementation of the M.I.S. computerization project were adopted in agreement with the colleges and universities. The first phase, establishment of a uniform data base, including preparation of a statewide data-element dictionary, has already been completed. Efforts are also under way to adopt a single data-base management software package. The second phase, computerization of the current manual reporting system, together with establishment of program cost reports, is scheduled for completion by May 1, 1975. Evaluation and adopting of various other National Center for Higher Education Management Systems (NCHEMS) products is to be completed, including testing by one or more of the institutions, by July 1, 1975.

TENNESSEE

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John K. Folger, Executive Director

As in 1973, two issues—desegregation and a second medical school—continued to dominate the attention of Tennessee's higher education during the 1974 academic year.

New Medical School

The establishment of a second medical school at East Tennessee State University, over the veto of Governor Winfield Dunn, probably is the most significant bill emanating from the 1974 General Assembly. The medical school, however, is contingent upon financial aid from the Veterans Administration, although the state appropriated $400,000 for planning and initial employment of staff.

Desegregation

The six-year-old University of Tennessee, Nashville—Tennessee State University desegregation case reached a climax on April 19, 1974, when a U.S. District Court judge ruled that Tennessee State is the only state institution which can offer graduate education courses in Nashville next fall. In addition, the judge said that the University of Tennessee must terminate its competing graduate education program offerings in Nashville at the conclusion of the current school year.

The U.S. government, as a plaintiff, had requested transfer of three duplicative programs to carry out the judge's order to put an additional "white presence" on the predominantly black (95 per cent of the students are black) Tennessee State campus. These included the graduate education program (technically a University of Tennessee, Knoxville, program) and undergraduate education and engineering programs. The Higher Education Commission had recommended that the graduate education program be transferred to Tennessee State as the most promising desegregation effort because of the demand for such courses. Approximately 400 students enrolled at University of Tennessee, Nashville, are affected by the court decision, as well as 22 faculty who teach graduate courses. A long-range desegregation plan is to be submitted to the court by August 1.

Appropriations

There were more than 70 pieces of legislation on higher education introduced during the 1974 session of the 88th General Assembly, and nearly one-half became law. The general appropriations bill, following cuts by the governor because of anticipated revenue reductions, provided approximately $166 million for operating the 21 state institutions and other higher education programs. The legislature overrode several of the governor's budget vetoes and restored several million dollars to the higher education budget. As a result, the institutions will receive about $169.8 million in operating funds for the 1974-75 academic year. This represents a 14.1 per cent increase over this year's $148.8-million budget, but much of the increase is for health education. The University of Tennessee medical units in Memphis will receive a $4.25 million increase (36.9 per cent) over this year's funds, and a new family residency program received $500,000. The higher education institutions will also receive $23,254,000 for capital projects, with $2.25 million being provided out of current revenues. The bulk of these funds ($12 million) also goes to the university's medical units.

Veterinary School

A new veterinary school was also created by the General Assembly, with $425,000 being appropriated for planning this facility at the University of Tennessee, Knoxville. Also established was the Tennessee Student Assistance Corporation, which will assume the functions of two existing student assistance agencies and centralize student aid activities in a single body.

Student Aid

Academic Common Market

Tennessee, through legislation, joined the Southern Regional Education Board (SREB) "Academic Common Market," and state students will have access to 66 graduate programs in SREB states beginning this fall. In addition, 18 graduate programs at Tennessee's public institutions are being made available to students in other SREB states.

Student Trustee

A student member was added to the University of Tennessee Board of Trustees, with the annual appointment being rotated among the five university campuses. A bill to include a student on the Board of Regents was not successful.

Educational Structure Change

A change in the state's educational structure was proposed by public school interests that sought to enable the State Board of Education to appoint its

own chief executive officer who would also be in charge of the State Department of Education. The original bill proposed to give the commissioner of education—who would no longer have responsibility for operation of the education department—program and budgetary control over higher education. In addition, it would have eliminated the Higher Education Commission, except as an advisory group. The bill was amended in the senate to leave the commission intact and to provide for coordination between the Board of Education and the commission in budget and planning activities. Since the house did not concur in the amendments, the bill did not get to the governor's desk. Two bills, to change the structure of the commission, were unsuccessful, as was a measure to eliminate the voting power of four ex officio members on the Board of Regents

Licensing and Regulation

Passage of the Postsecondary Education Authorization Act restructures the existing Private Business School Board to authorize and regulate all nondegree-granting postsecondary institutions. The act provides that the Higher Education Commission will license degree-granting institutions, unless they are already accredited. The legislation, aimed at unethical practices of a few institutions and the outright degree mills, is a consumer protection measure. It goes into effect in 1975.

Vetoes:
1) Community College
2) Coed Dorms
3) Business Administration

Governor Dunn vetoed a bill granting $7.5 million for construction of a new community college in Davidson County (Nashville), because of the pending University of Tennessee, Nashville—Tennessee State desegregation suit. He also killed a bill prohibiting any college or university chartered by the state to house unmarried male and female students in the same building or dormitory under certain conditions. His veto of a $1-million appropriation for a business administration building at Tennessee State, however, was overridden.

Reciprocity

Measures to waive nonresident tuition for Kentucky residents if reciprocated for Tennesseans attending Kentucky schools and to waive nonresident tuitions for students in eight surrounding states if the action was reciprocated were not successful.

TEXAS

Coordinating Board, Texas College and University System
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Bevington Reed, Commissioner

Growth

For Texas higher education, 1973-74 was a year of reassessment. In the midst of growth and seeming prosperity, concern for the future was a dominant theme. Student enrollment was at an all-time high of 531,430. Eleven new institutions had opened doors to students during the past two years. State appropriations to support higher education reached a record $1.4 billion for the 1973-75 biennium, of which $705.3 million was allocated for 1973-74.

Concerns For The Future

Yet, the questions and concerns for the future centered in these same three areas. How many students would be entering higher education? How many and what kind of institutions and programs would be needed to serve them? How much would it cost, and what share of that cost would be borne by the federal government, the state and the students? Predictions of leveling

enrollments increased institutional competition for students. That competition was evidenced in stepped-up recruitment efforts, growth of off-campus course offerings and reexamination of program offerings.

1) Competition For Students

Spiraling costs were eating into operational budgets and construction funds. Faculty salary increases were not keeping pace with cost-of-living escalation. Education planners were taking a searching look at the shifting pattern of federal funding for higher education and evaluating the impact of the new emphasis on student rather than institutional aid. Implementation of federal equal employment opportunity guidelines spawned institutional self-studies. The Coordinating Board and the state attorney general cosponsored seminars for college administrators on legal problems in higher education.

2) Spiraling Costs

3) Legal Problems

Convening of a constitutional convention to rewrite the state's century-old charter underscored the reassessment of Texas higher education. Months of testimony and heated debate preceded the drafting of new constitutional language regarding structure, governance and financial support for Texas higher education. The new document is scheduled to be presented to the people for their vote in fall 1974.

Constitutional Convention

The Coordinating Board is conducting a restudy of the Texas higher education system. Results of the study are to be reported to the Texas Senate when it convenes in January 1975. Related research projects were launched to examine enrollment trends, the changing make-up of the student body, financing, facilities needs, student financial aid opportunities, and program availability—particularly in professional education.

System Higher Education Study

Student enrollment in all Texas colleges and universities showed a healthy 6.8 per cent increase in 1973 over the preceding year. The fastest growing segment continued to be public community colleges, recording more than a 14 per cent annual increase. The growth rate at public senior institutions was more than four per cent, while enrollment at private senior institutions stayed relatively constant. Projections were for continued increases in total student enrollments but at leveling growth rates. Preliminary results of studies also showed evidence of changing make-up of student bodies—more part-time students, more adults entering college to update skills or prepare for new careers, increased demands for vocational-technical and other programs directly related to preparation for the world of work.

Enrollment

Institutional program development activities reflected recognition of new enrollment trends, but also prompted legislative concerns for overexpansion of the system or unnecessary duplication within the system. Comprehensive Coordinating Board studies addressed two areas of that concern—off-campus course offerings and professional education programs.

Institutional Program Development

Legislation enacted in 1971 had directed the Coordinating Board to approve or disapprove requests from public community colleges to offer courses outside their legally constituted districts. Board-approved rules and regulations for such offerings encourage cooperation among the colleges and self-regulation. Each community college affiliates with one of eight regional councils and participates in the formulation of a regional plan for all out-of-district course offerings in the region. The Coordinating Board considers requests from each college in the context of the regional plan for delivery of needed educational opportunities.

Community College Regional Plans

The Coordinating Board this year began a survey and examination of off-campus operations of senior colleges and universities. The goal is to

Off-campus Programs

coordinate off-campus activities of all institutions to insure availability of needed programs while avoiding unnecessary duplication and unhealthy competition among institutions.

Professional Programs Studies

In response to numerous requests from Texas institutions to expand professional programs, tne Coordinating Board authorized comprehensive studies. Advisory committees, made up of outstanding lay persons and members of the professions under study, directed the study efforts. Results of the studies—in medical, dental, pharmacy, allied health and nursing education—are scheduled to be presented to the Coordinating Board in late summer and fall 1974. Results of the studies and Coordinating Board action based upon those results are expected to result in improved professional education programs and substantial financial savings to the state through avoidance of unnecessary duplication in such costly programs.

Continuing and Adult Education

The Coordinating Board also authorized studies culiminating in development of a statewide plan for adult and continuing education. The plan, scheduled for presentation to the board in July, addresses scope, delivery system and financing recommendations. Community college efforts to serve nontraditional students entering postsecondary education also accelerated. Legislation enacted in 1973 recognizes compensatory education as a legal purpose of community colleges and authorizes state funding for such programs. Also, offerings in adult basic education courses and programs were increased as a result of legislation enacted and funds appropriated by the Texas legislature in 1973.

4 year Occupational Programs

The Coordinating Board also authorized the offering of new baccalaureate degree programs which build upon two-year occupational programs offered by community colleges. Designed to serve graduates of these two-year programs and to meet needs for vocational-technical instructors, the new programs are the result of cooperative efforts of the junior and senior institutions, the Coordinating Board and the Texas Education Agency.

Formulas

An uncertain economy posed unusually difficult questions in formulation of Coordinating Board recommendations and designation of formulas to finance Texas higher education for the 1977-79 biennium. Annual inflation-induced increments of six per cent above 1975 rate levels were incorporated into most of the 11 public senior college formulas designated by the board. The board further recommended that college faculty salaries be escalated at an eight per cent per annum rate to move Texas toward the national average for such salaries. More than 100 representatives from Texas colleges and universities served on Coordinating Board advisory committees in development of the formulas.

Capital Improvement Boads

The legislature in 1973 assigned a new responsibility to the Coordinating Board. New legislation authorized three public universities to issue bonds for capital improvements backed by the pledge of tuition revenues. The legislation further provides that the Coordinating Board is to approve the proposed construction projects, the terms and provisions of the bonds and adopt rules and regulations for the issuance of the bonds and approval of the pledge of payment. Following a public hearing in September, the board adopted rules and regulations and approved issuance of the bonds in October.

Nonfaculty Salaries

Salaries and personnel policies for nonfaculty employees of Texas universities are being examined by the Coordinating Board as part of a statewide study. The two-phase study will result in recommendations to the legislature

regarding the level of funding required to support equitable salary policies for nonfaculty employees and recommendations on statewide personnel administration policies and procedures. Another statewide study conducted by the Coordinating Board is of the use of computers in Texas higher education. Scheduled for completion in fall 1974, the study is expected to result in recommendations for increasing efficiency and effecting economies in computer systems to serve instructional, library, research and administrative needs of Texas colleges and universities.

Computer Study

To assess major repair and rehabilitation projects for which future state funds may be requested, the Coordinating Board conducted a campus-by-campus survey of public senior institutions. Inventories of facilities space are updated annually, preceded by workshops on techniques to develop improved space utilization techniques and to assure improved campus master planning. The board also processed applications for federal equipment and material grant funds and for construction and remodeling funds.

Facilities Space Survey

To assist community colleges build resource development capabilities, the Coordinating Board cosponsors annual workshops with the American Association of Community and Junior Colleges and publishes a monthly resource development newsletter designed specifically to provide information on resource opportunities for two-year institutions.

Community Colleges

Concerned with the effect of proposed federal regulations on the operation of Texas' student loan program, the Coordinating Board in April petitioned the Congress for action. A board resolution urged passage of a bill, introduced last September by Texas Congressmen Omar Burleson and William Archer, which proposes to remove obligations issued to finance student loans from arbitrage bond classification. Such classification would limit the amount of yield on investment of proceeds to 1.5 per cent and also disallow consideration of bad debt losses and that cost of administering the program which is appropriated by the Texas legislature in determining the net amount of yield. The provisions could, therefore, force interest rates charged on student loans to such artificially low levels that the program could become unfeasible to maintain. The board also had urged the U.S. Office of Management and Budget (OMB) to exclude the student loan bonds from proposed regulations which threatened the tax-exempt status of such bonds. Representatives from OMB later indicated that the proposed regulations were being reconsidered.

Student Loan Program

The constitutionality of the Tuition Equalization Grants Program, which makes state grants available to needy Texas students, also was challenged this year. Opinions issued by the state attorney general confirmed the constitutionality of the program. However, the Coordinating Board did revise its rules and regulations for the administration of the program to conform with the judiciary interpretations of the program's statutory provisions. Authorized for the first time in 1972, the program had been available only to freshman students at independent colleges and universities in 1971-72. The next year sophomores also became eligible, and in 1973-74, freshmen, sophomores and juniors were eligible for the grants. Approximately 9,000 students participated in the program, which was funded for $5 million this year. Appropriations for 1974-75 for the program are $7.5 million, with all undergraduate and graduate students at independent institutions eligible to apply.

State Aid To Private

A new State Student Incentive Grants Program also was planned and implemented during 1973. Since the Tuition Equalization Grants Program

Student Aid

was the only state student-grant program meeting federal criteria for participation this year, funds from that program were made available to match up to $1 million in federal funds which were available for the Texas incentive grants program. The board launched a study to explore the need for and feasibility of a broad-based program of state-supported grants to needy students. The study was to explore the possibility of restructuring the existing state-supported financial aid programs so that the newly structured program and state funds appropriated for its support might be used as the state's matching share for federal funds received through the State Student Incentive Grants Program.

State Student Loan Program

Some 18,000 needy Texas students borrowed about $24 million this year through the Hinson-Hazlewood College Student Loan Program. The board continued to update and improve administrative procedures and operations of the program. Collection efforts and procedures were accelerated through expansion of the collection staff and allocation of additional funds to be used by the state attorney general for court filing costs to bring suit for collection of accounts six or more months overdue. Lawsuits filed by the state attorney general are processed to recover losses on loans obtained prior to fall 1971. Loans issued since that time are protected by federal default insurance. To improve collections efforts throughout the higher education system, the Coordinating Board sponsored a series of collections workshops for institutional financial aid office personnel.

UTAH

State Board of Regents
136 East South Temple, Suite 1201
Salt Lake City, Utah 84111
G. Homer Durham, Commissioner

New Board Name

A new name for the State Board of Higher Education is one of Utah's 1973-74 highlights. The Utah legislature in its 1974 budget session took a leaf from history in changing the board's name to the State Board of Regents. Enacted February 1, the measure was signed by the governor on February 11 and went into effect April 2. "Regents" has historical significance, as it was the title given the 12 citizens who were vested with the powers of the University of Deseret (now the University of Utah) when it was first created February 28, 1850. These original regents were charged at that time to ". . .establish branches of the University throughout the State. . ." As members of the State Board of Higher Education were governing the public colleges and universities throughout the state, the regent title represents the full historical intention.

Tenure

Another of the issues resolved during the year had occupied a great deal of board attention for the last two years. The Board of Regents adopted a basic tenure policy for the system on December 20. Each institution is, by the first of July, to receive approval from the regents for its own institutional codes. To assist the institutions in preparing these individual codes, the regents adopted a 14-page statement, setting forth guidelines and procedural requirements to be followed by the institutions. Since Utah institutions vary so greatly in size, tradition, faculty background and interests, the regent policy is not a uniform code. It sets out minimum standards and highlights certain areas with which institutional codes should deal. One section in the code which describes due process for discipline and termination for cause is

the only section with which institutional codes must comply consistently throughout the system.

Appropriations

In the budget area, the State Board of Regents was able to secure an 8.7 per cent increase in operating budget from the legislature, bringing the total to $118.8 million. The legislature appropriated $75.7 million, $10.2 million or 15.5 per cent more than for 1973-74. Significant in the legislative appropriation is provision for the retention of 25 per cent of reimbursed overhead revenue to be used as seed money for attracting new research contracts. The legislators during the previous session had refused to accept the 25 per cent recommended by the regents, allowing only 14 per cent. The legislature also appropriated $10.2 million for capital facilities projects, allocating $4.4 million for new buildings. The greatest portion of the appropriation, however, is to be used for alterations, repair and improvements of existing facilities.

Master Plan

Plans for updating Utah's 1968 master plan also were initiated during the year. The timetable for preparation aims for adoption of a master plan document by July 1975. A task force drawn from system institutions is defining issues and recommending the thrust to which the effort should address itself.

Postsecondary Commission

Late in the year the governor designated the State Board of Regents as Utah's "1202" agency, augmenting its membership for those purposes by adding representatives from the State Board for Vocational Education, the State Manpower Planning Council and Westminster College, a private four-year liberal arts college. The governor's designation should augment the master planning efforts already under way.

New Policies: 1) Computers

Several other basic policy decisions marked the year. The regents adopted with amendments a computer policy which involves the board more directly in approving additions to or modifications of computer installations or services at any of the member institutions. A second policy saw the regents increase their attention to Utah's three community colleges. The new stance allows the three institutions to exchange faculty and acquire roles in continuing education, not previously allowed.

2) Community Colleges

3) Student Fees

At the year's end, the regents were working out the particulars of a student fee policy to apply systemwide. Recognizing the need for differential fees because of a wide institutional variance, the fee policy would accomplish a number of objectives. First, it would set the number of credit hours at which full tuition and fees could be assessed. Presently that varies from 7 to 12 hours at the institutions. Secondly, it would make more uniform the basis for collecting resident and nonresident fees from students carrying less than a full load. Finally, as the data becomes available, it would relate full-time tuition and fees more closely with cost. If feasible, tuition charges then could become automatically assessed depending on the rising or falling cost level.

Studies

Contributing to the regent policies were a number of indepth studies published this year by the office of the commissioner. Among these were a study of tuition and fees in 10 Western states, an indepth study of system enrollments and enrollment projections and a study of athletic expenditures at system institutions.

VIRGINIA

State Council of Higher Education
911 East Broad Street, 10th Floor
Richmond, Virginia 23219
Daniel E. Marvin Jr., Director

Increased Responsibilities

The responsibilities of the State Council of Higher Education were increased significantly in 1974 following a two-year study of higher education by a legislative commission. Coordination and governance of Virginia's system of higher education was the topic of central concern to the commission. The resulting legislation maintained the Council of Higher Education as a coordinating board and assigned to it increased responsibilities in areas of planning, finance, facilities, academic programs, enrollment projections and budgetary review.

Master Plan

Nearly two years of work culminated in the Council of Higher Education publishing the *Virginia Plan for Higher Education*. This 10-year master plan will be updated biennially and presented to the General Assembly. The Virginia plan identifies three main goals for higher education in Virginia—centered around the themes of accessibility, excellence and accountability; a series of specific proposals for achieving these goals; and institutional planning statements for the state's public and private colleges.

Appropriations

1974 was an appropriations year for Virginia higher education as the General Assembly approved the biennial state budget. Total appropriations to Virginia higher education for 1974-76 edged close to the $1 billion mark. About $520 million of this was general fund tax dollars which represented a 32 per cent increase over 1972-74. Appropriations for capital outlay to higher education were almost nonexistent, as a near moratorium on state building for 1974-76 was imposed because of financial restraints and general economic uncertainties.

Enrollment

Enrollment in Virginia's public colleges continued to increase at a rate above the national average. Fall 1973 headcount enrollment was up 12 per cent, far above the approximate 4 per cent national average increase. Admission applications and enrollment shifts indicated, however, that the projections of a leveling off of enrollments by the decade's end would probably hold true. Virginia's community colleges continued to grow rapidly, with nearly 80 per cent of the enrollment growth being part-time students. Virginia's private colleges experienced another headcount enrollment drop of 4 per cent, and one of Virginia's four-year private colleges, Stratford College in Danville, announced it would not reopen in fall 1974.

State Aid To Private

To aid the state's private colleges, the General Assembly appropriated more than $4 million earmarked for loans, repayable in money and services, to students in private colleges. This appropriation contrasts to a $675,000 allotment for the previous biennium and should provide a $400 loan to each eligible applicant. The legislature also alloted more than $1 million to a need-based financial aid program for students in both public and private colleges. Both programs are administered by the Council of Higher Education.

Desegregation

Following extensive communications stemming from the Adams vs. Richardson case concerning Title IV of the Civil Rights Act, the Department of Health, Education and Welfare approved the plan for equal opportunity in Virginia's institutions of higher education.

Veterinary Medicine

Virginia became one of several states in the South making plans to establish a school of veterinary medicine. Planning funds were appropriated by the General Assembly, but the question of how many veterinary schools are needed in the South and where they should be located has led the involved states to proceed cautiously.

Regional Consortia

Virginia's plan for regional consortia for continuing higher education was recognized by a national award during the year, and all six of the regional consortia have now been established.

Medical Manpower

In other legislative actions, the Council of Higher Education's three-year medical manpower study, for which the 1973 General Assembly provided the first year of funding, was not funded by the 1974 legislature.

Aid to Senior Citizens

Virginia became one of the first states to establish a statewide policy for education for senior citizens. For persons over 65 years of age with specified incomes, tuition and fee charges are to be waived with enrollment on a space-available basis. In another move to increase accessibility to higher education, Virginia joined the Southern Regional Education Board's "Academic Common Market" program.

Postsecondary Commission

With limited federal funding available for the state "1202 commissions," Virginia decided to wait until funding justified participation in the program. The Council of Higher Education was identified as the agency to be named as the 1202 commission in the future if adequate funding becomes available.

WASHINGTON

Council on Higher Education
908 East Fifth Street
Olympia, Washington 98504
James M. Furman, Executive Coordinator

Work-study Program

The Council on Higher Education has received authorization from the legislature to implement a new state-funded work-study program. Senate Bill 3202 provides for employment opportunities for students attending public or private institutions of postsecondary education in the state. It also provides for the state to pay up to 80 per cent of the costs for students employed under the program. An eligible student must be enrolled on at least a half-time basis. An initial appropriation of $750,000 was made for implementation and operation of the program for the second year of the biennium. The work-study program now provides a balanced student financial aid program in this state, supplementing the state need-grant program and the newly established state loan program.

Student Loans

The Higher Education Assistance Authority, which was established in 1973 to provide a secondary market for purchase of fully guaranteed federal loans, is awaiting a declaratory judgment as to the constitutionality of the program. Initial arguments in the case relate primarily to separation of church and state for loans received by students attending private institutions.

Graduate Programs

In the area of program planning and research, the Council on Higher Education has entered into Phase II of its graduate program review effort. The second phase of the review focuses on duplicate program offerings in state colleges and universities. More than 100 graduate programs are

currently under review in this second phase as a follow-up to the first phase which concentrated on programs with low enrollments.

Long-range Planning

The long-range planning effort is well under way and the final report, *Goals for Postsecondary Education in the State of Washington*, has been completed. A second report, dealing with the *Roles and Missions of the Four-Year Public Institutions*, is nearing completion.

Studies
1) Faculty

2) Financing

The Council on Higher Education has conducted a variety of studies in the past year dealing with such matters as faculty workload analysis, faculty salaries cost characteristics and a national comparison of the financial support of higher education for all states. Combined state and local appropriations for higher education were analyzed from several different perspectives. Washington was ranked and compared with other states using such indices as combined state and local appropriations on a per capita basis and per $1,000 of per capita personal income.

3) Costs

The council's higher education cost study is the first effort in the state to relate *all* costs to the instructional, research and public service efforts of the public institutions of higher education. The report will serve as the basis for an increased emphasis on program budgeting in higher education.

Enrollment

Enrollment levels in the state of Washington showed continued trends that have been evident for the past two years. The two state universities have increased in enrollments, state colleges have declined, private institutions have held to a stable and somewhat increased enrollment level and the community college enrollment has continued to increase, but at a slower rate than previously experienced.

Reciprocity

The state of Washington has been involved in a reciprocity study with the state of Oregon, through the auspices of the Western Interstate Commission for Higher Education, and expects to have some information available by fall regarding highly specialized programs which lend themselves to student exchange agreements. In addition, a technological clearinghouse has been established and the state has agreed to enter into an exchange agreement for sending its students out of state in optometry programs. A report on the academic calendar was presented to the Council on Higher Education, and deliberations regarding implementation of a common calendar have been discussed. A final decision will be made in the summer.

Common Calendar

Nontraditional Programs

After a year-long study, a special task force in nontraditional study presented its report, *Dynamics of Change*. New concepts for open learning are being explored within the state and, in order to better understand the total needs of populations not previously served by traditional education, an educational needs assessment project is being implemented. In addition, steps to develop a statewide telecommunications network are under way.

WEST VIRGINIA

West Virginia Board of Regents
1316 Charleston National Plaza
Charleston, West Virginia 25301
Ben L. Morton, Chancellor

Student Aid

In a recent special session, the West Virginia legislature amended the state scholarship program to provide an upper limit on grants ". . .limited to the lesser of the payments of tuition and those related compulsory fees charged

by an institution to all West Virginia undergraduate students or an amount equal to the average State General Fund support for each full-time equivalent student in the state four-year colleges for the preceding academic year as calculated by the Board of Regents."

Private School To Public

Still under consideration in the special session is legislation to accept a private institution, Morris Harvey College in Charleston, as a gift to the Board of Regents. The bill has passed the house and is in committee in the senate.

Library Resources Deficit

Utilizing income collected from the nonresident undergraduate student service fee, the Board of Regents allocated approximately $1 million during the past year to the colleges and universities to be used toward eliminating existing library resource deficits. This action completed phase two of a six-phase plan to bring all libraries to established standards.

Facilities Planning

In 1973 campus long-range facilities plans were completed for three institutions and started for the last six. With completion of the remaining six plans, the regents will have accomplished their goal of establishing a campus long-range facility plan for each institution. Consistent with established plans, seven major capital projects were completed and contracts were awarded for 10 projects.

Enrollment

Institutions established by the board to serve primarily the part-time student experienced sizable growth in the fall of 1973. The West Virginia College of Graduate Studies experienced a 62 per cent increase in enrollment, while the community colleges grew by 50 per cent. The Southern West Virginia Community College increased 89 per cent, Parkersburg Community College 20 per cent, and West Virginia Northern Community College 82 per cent. These enrollments demonstrate the need and unique function of community college education.

Optometry Contract Program

A contract program for West Virginia students to attend out-of-state colleges of optometry on a guaranteed basis was initiated in the fall of 1973. Six first-year students were enrolled at the Southern College of Optometry, and one student entered at Ohio State University of Optometry under these contracts.

WISCONSIN

University of Wisconsin System
1700 Van Hise Hall
Madison, Wisconsin 53706
John C. Weaver, President

Major Activities:

For higher education in Wisconsin, the year was memorable, historic and, at times, melodramatic. The shakedown cruise of the merged University of Wisconsin System, launched late in 1971, was marked by important accomplishments, achieved while coping with several difficult problems. The good news includes these major activities:

1) Merger

1. Legitimation of the merger by passage in May 1974, after 17 months of maneuvering, of a bill providing a single statutory charter for the system of 13 universities, 14 freshman-sophomore centers and statewide extension.

2) Appropriations

2. Approval, also at the special May session of the legislature, of an annual budget review bill refining the total of the system's first consolidated biennial operating budget to $1.2 billion and capital budget to $72.9 million for the two years ending June 30, 1975.

3) Academic Missions

3. Approval by the Board of Regents, after 26 unprecedented statewide open hearings, of academic mission statements for the system and for each university, the center system and extension.

4) Master's Degree Review

4. Completion of audit and review of master's/specialist programs, resulting in 56 program phase-outs and clearing the way for approval of new programs.

5) Academic Planning

5. Establishment of a continuous planning process for academic programs, involving task forces, consortia, regional cooperative graduate centers and regional agreements involving private institutions.

6) Nontraditional

6. Regent and legislative approval to continue planning for a "Regents Statewide University" and a competency-based degree drawing on all existing educational and community resources, to serve a clientele now largely unserved.

7) Faculty Policy

7. Establishment of the interim faculty consultative committee, with representation from all units, to advise the central administration and regent committees on faculty policy questions.

8) Federal Funds

8. Acceptance of gifts, grants and government contracts totaling $124 million, with federal funds accounting for $106 million.

9) Data Base Files

9. Completion and implementation of three data base files for the central information system—student data, curricular data and facilities data—with work continuing on the personnel data and financial data files.

10) Budgeting

10. Development of budget planning techniques to allocate resources, including an economy-of-scale approach to analyze relative costs.

11) Faculty Layoff

11. Appointment of a full-time "coordinator of faculty reassignment, relocation and retraining" who is assisting tenured faculty designated for layoff.

Enrollment

A slight enrollment increase for the system, from 133,303 in fall 1972 to 135,365 in fall 1973 (head count), masked substantial enrollment declines which created serious difficulties for five of the former Wisconsin State Universities. A state of "fiscal emergency" was declared for four of the universities in order to authorize special procedures to assist them. Of the 88 tenured faculty given one-year advance notices of layoff in May 1973, to be effective May 1974, only 28 were actually laid off. The others had layoff notices rescinded or deferred, were relocated within the system or resigned.

Faculty Layoff

Merger Law

Until the higher education reorganization began in Wisconsin in November 1971, the state had four boards of higher education. Now it has two—the Board of Regents of the University of Wisconsin System and the Board of Vocational, Technical and Adult Education. The merger law provides for coordination of the two boards by designating the president of each board as an ex officio member of the other board and by requiring approval of certain

new programs of both boards. The state superintendent of public instruction also is a member of both boards. In addition, the central staffs of the two systems have created three joint administrative committees.

System Structure Changes

Minor changes were made in the organizational structure of the University of Wisconsin System within the past year. The Board of Regents now consists of 16 members, 14 named by the governor and approved by the senate for staggered seven year terms. Two senior vice presidents, for academic affairs and administrative affairs, report to the president of the system. Each university is headed by a chancellor and three other top administrators are about to be appointed.

Program Task Forces

In November, systemwide task forces were organized to deal with academic program matters that require the sharing of resources on a system/regional basis. The task forces, on agriculture, business administration, engineering/technology, health sciences and teacher education, are preparing reports to be reviewed by campus administrators and deans of related colleges before final regent review.

Consortia

On a regional basis the West Central Wisconsin Consortium was organized by the universities at Eau Claire, River Falls, Menomonie (Stout) and La Crosse, with Superior in affiliate status. The regents approved operational agreements with private colleges involving public campuses in western, northern and northeastern Wisconsin.

Program Review

The review of current academic programs, in addition to identifying 56 master's/specialist programs for phase-out, placed 65 programs on probationary status subject to review within two years. Cost reductions resulting from academic program terminations, phasing out of laboratory schools, curtailment of summer offerings, course elimination and increased class sizes are estimated at $9.4 million for 1973-74. A procedure for handling requests for new and revised programs provides for presentation to the regents twice a year, in January and June, with final action scheduled for the following monthly meeting of the board.

Veterinary Medicine

A decision appears near on proposals for a new college of veterinary medicine. During the year a team of consultants recommended establishment of such a college at Madison as a Wisconsin project or in cooperation with the University of Minnesota. The regents have asked for specific proposals in August.

Tuition and Fees

In the administrative affairs area, a tri-level student fee/tuition schedule was adopted, with different levels for freshmen-sophomores, juniors-seniors, and graduate students. A pilot project to test the effect of fees on enrollments was conducted at two cities which have both two-year university centers and vocational-technical institutes. The university center resident instruction fee, regularly $426 a year, was reduced to the $80 level of the vocational-technical institutes for 1973-74. At Fond du Lac, the center headcount enrollment increased 45 per cent and the vocational-technical institute enrollment increased 24 per cent. At Rice Lake, the center enrollment climbed 27 per cent and the vocational-technical institute enrollment increased 20 per cent. A reciprocity agreement between Wisconsin and Minnesota enables students to attend state colleges and universities in either state by payment of resident fees. Accounts are balanced at the state level at the end of the year by state appropriation.

Reciprocity

Health Sciences

The University of Wisconsin-Madison Center for Health Sciences is expanding its facilities with construction of a building complex estimated to cost in excess of $80 million. Funds are being provided approximately as follows: state, $37 million; federal, $21 million; revenue bonds, $22 million. Construction of Phase I began in spring of 1973, with occupancy scheduled for fall 1976. Construction of Phase II is scheduled to begin in fall 1974, with completion in 1977.

Aid to Senior Citizens

The regents approved a plan to permit persons age 65 or older, with approval of the instructor, to attend classes without charge and without credit. It was well received and the free audit age for next year will be 62 and older.

Campus Community Relations

A new Wisconsin law, believed to be the first of its type, is expected to enhance campus-community relationships. It provides for state payments of a total of $2.5 million a year to communities for police and fire protection and trash collection services to the system's campuses.

Anniversary

In January, University of Wisconsin-Madison, senior partner of the system, began a year of observance of its 125th anniversary. Three other universities, at Platteville, Whitewater and Oshkosh, are over 100 years old, and River Falls will mark its centennial in fall 1974.

WYOMING

Higher Education Council
State Capitol Building
Cheyenne, Wyoming 82001
Beverly Hacker, Acting Executive Secretary

Program Study

One of the major accomplishments of the Wyoming Higher Education Council was a review of the *Study of Five Program Areas Within Higher Education Institutions* conducted by Tom Gonzales who was retained by the council. The five occupational programs studied were agriculture, computer science, apprenticeship training, law enforcement and secretarial science. The results of the study indicate a duplication of effort. The institutions had an opportunity to review the findings of their own institution before the study was finalized. Copies of the complete study were distributed to members of the Community College Commission, the university's Board of Trustees, the community colleges and the university asking them to review the study and submit any comments or recommendations to the council. The council will compile the information and determine if there is unnecessary duplication and make recommendations to the governor and the legislature.

Medical Education

The "Medical Education for Wyoming" study being conducted at the University of Wyoming is being closely monitored. It is of utmost importance to determine what type and how sophisticated a medical program should be available in Wyoming and to look into the possibilities of cooperation with neighboring states.

English Programs

The council is helping sponsor the third freshman English conference to be held in July 1974, at the University of Wyoming. The purpose of the workshop is to develop and coordinate English programs in the community colleges and university.

The council is in the process of employing a director. Applications have been screened and interviews of seven finalists will be conducted August 5-6, 1974. Selection will be made at that time.

New Director

CANADIAN PROVINCES

The following reports were received from New Brunswick and Quebec.

NEW BRUNSWICK

New Brunswick Higher Education Commission
Fredericton, New Brunswick, Canada
W. B. Thompson, Acting Chairman

Planning for postsecondary eduation in New Brunswick has arrived at a major juncture. The implementation of the New Brunswick Community College unveils a development promoted by the Higher Education Commission itself and encouraged by many educators, students and citizens. The coming year promises to see the fruition of this thoughtful and complex planning. The objective is to improve the teaching and learning opportunities for our citizens of diverse needs and backgrounds.

New Community College

The formation of the Maritime Provinces Higher Education Commission (three provinces), under the aegis of the Council of Maritime Premiers, will involve planning within wider horizons. A regional concept, to be effective, will undoubtedly demand changes from the status quo.

New Maritime Commission

The Higher Education Commission has recommended a two-year operating grants program totaling an estimated $34.8 million in the 1974-75 academic year and $39.2 million in 1975-76. For the two-year program recommended, provincial support for university and college operations combines: (1) total flat grants, averaging about 72 per cent of provincial support, to provide budget stability while recognizing diversified institutional roles; and (2) per capita student grants to allow for institutional flexibility and autonomy. A basic grant unit of $250 for 1974-75 and $300 for 1975-76 was recommended. For the first time, part-time students are included in the enrollment counts for calculating the per capita student portion of the operating grants. Beyond the approved four-year capital grants program ending March 31, 1975, the commission has recommended an amount of $2.4 million for rehabilitation and renovations and nonspace projects for 1975-76.

Government Grants

The Higher Education Commission has expressed increasing concern during the past year about the extent to which a student may become indebted under the Canada Student Loans Plan while acquiring a university degree. The commission has suggested that better publicity and more face-to-face contact between provincial student aid administrators and students will be necessary to help dispel the impersonal image the student aid program has acquired.

Student Aid

QUEBEC

Conseil Des Universities
2700 Boulevard Laurier (8e)
Ste-Foy, Quebec, Canada G1V 2L8
Germain Gauthier, President

Formulas

Health Sciences

Continuing Education

Collective Bargaining

While the last year has been relatively quiet in terms of disruptions and confrontations, it has been characterized by a few questions bound to have significant long-term effects on higher education. First, an overall revision of the formula used for financing universities is being finalized. Less aggregate, the formula tries to work on average cost means for sets of activities and to put the focus on wild situations. Second, planning operations in the sectors of health sciences and pure sciences are under way to identify particular institutional missions. Third, reevaluation of the role of universities in continuing education and teacher training. Fourth, the progress of unionization of university faculties is such that momentum toward full scale is now irreversible. This tendency will inevitably call for a profound and fast revision of university administration and of the power relations known up to now.

Government Grants

The rate of increase of student population has been kept at 5 per cent, which appears to be high in the Canadian context. However, government grants, increasing from $232 million to $266 million, have proved to produce a net decrease of per-student revenue of about 3 per cent due to population increase and inflation.

Financial Deficits

The university adminstrations were faced with severe financial situations due to recent and rather sudden government restrictions. Globally, the accumulated deficits of universities have increased by 30 per cent in the year and have reached a dangerous level. Even if university budgets ever regain better increases, which is already not an assurance, they will have to revise their methods of management for development and amortize their deficits.

Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-five states, Puerto Rico and the Virgin Islands are now members. The commission's goal is to further a working relationship among governors, state legislators and educators for the improvement of education. The executive director is Wendell H. Pierce. Commission offices are at 1860 Lincoln Street, Denver, Colorado 80203.

1974-75 STEERING COMMITTEE

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Ruth O. Truex
State Senator
Connecticut

B. G. Hendrix
State Representative
Arkansas

James H. Koch
State Representative
New Mexico

Terry Mann
State Representative
Kentucky

Mrs. M. Richmond Farring
Member
Board of Education
Baltimore, Md.

William C. Friday
President
University of North Carolina

Sue Healy
Teacher
South Junior High School
Rapid City, S.D.

Roy E. Lieuallen
Chancellor
State System of Higher Education, Oregon

Darld J. Long
Executive Director
Utah School Boards Association

Mrs. Ray E. Miller
Chairman
State Advisory Council for Vocational Education
North Dakota

Stanley F. Redeker
Former President
Iowa Board of Regents